Modesto City Schools

2021-2024

Local Control Accountability Plan

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Modesto City School District
CDS Code:	50 40717 0000000
LEA Contact Information:	Name: Brad Goudeau Position: Associate Superintendent, Ed. Services Email: Goudeau.B@monet.k12.ca.us Phone: 209 492-1454
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	$346,305,763
LCFF Supplemental & Concentration Grants	$70,862,579
All Other State Funds	$45,834,757
All Local Funds	$3,604,276
All federal funds	$20,868,360
Total Projected Revenue	$416,613,156

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$425,018,132
Total Budgeted Expenditures in the LCAP	$84,572,778
Total Budgeted Expenditures for High Needs Students in the LCAP	$84,572,778
Expenditures not in the LCAP	$340,445,354

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$74,381,897
Actual Expenditures for High Needs Students in Learning Continuity Plan	$71,389,481

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$13,710,199
2020-21 Difference in Budgeted and Actual Expenditures	$-2,992,416

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).	District expenses existing prior to the LCAP process have been identified as base services
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Due to COVID, the 2020/21 school year was challenging in many ways. Distance Learning and Social Distancing requirements made it difficult to implement many of our budget actions (RISE, Outdoor Education, Enrichment Programs, Extra Curricular Activities, etc.). It is the District's

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.	intention to continue those programs and implement plans to mitigate any educational or social-emotional impacts as a result of school closures.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Modesto City School District

CDS Code: 50 40717 0000000

School Year: 2021-22

LEA contact information:

 Brad Goudeau

 Associate Superintendent, Ed. Services

 Goudeau.B@monet.k12.ca.us

 209 492-1454

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 federal funds, $16,868,360 , 4%

All local funds, $3,604,276 , 1%

All other state funds, $45,834,757 , 11%

Total LCFF funds $346,305,763 83 %

LCFF supplemental & concentration grants, $70,862,579 , 17%

All Other LCFF funds, $275,443,184 , 66%
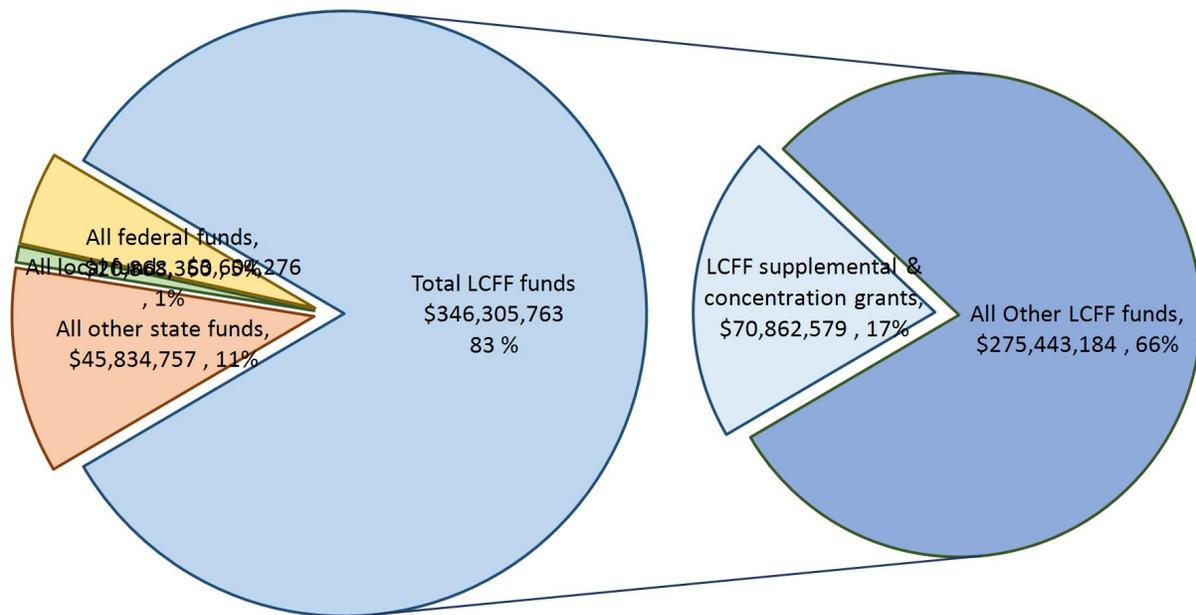
This chart shows the total general purpose revenue Modesto City School District expects to receive in the coming year from all sources.

The total revenue projected for Modesto City School District is $416,613,156, of which $346,305,763 is Local Control Funding Formula (LCFF), $45,834,757 is other state funds, $3,604,276 is local funds, and

$20,868,360 is federal funds. Of the $346,305,763 in LCFF Funds, $70,862,579 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

Total Budgeted General Fund Expenditures, $425,018,132	Total Budgeted Expenditures in the LCAP $84,572,778

Chart y-axis: $ 0 to $ 450,000,000
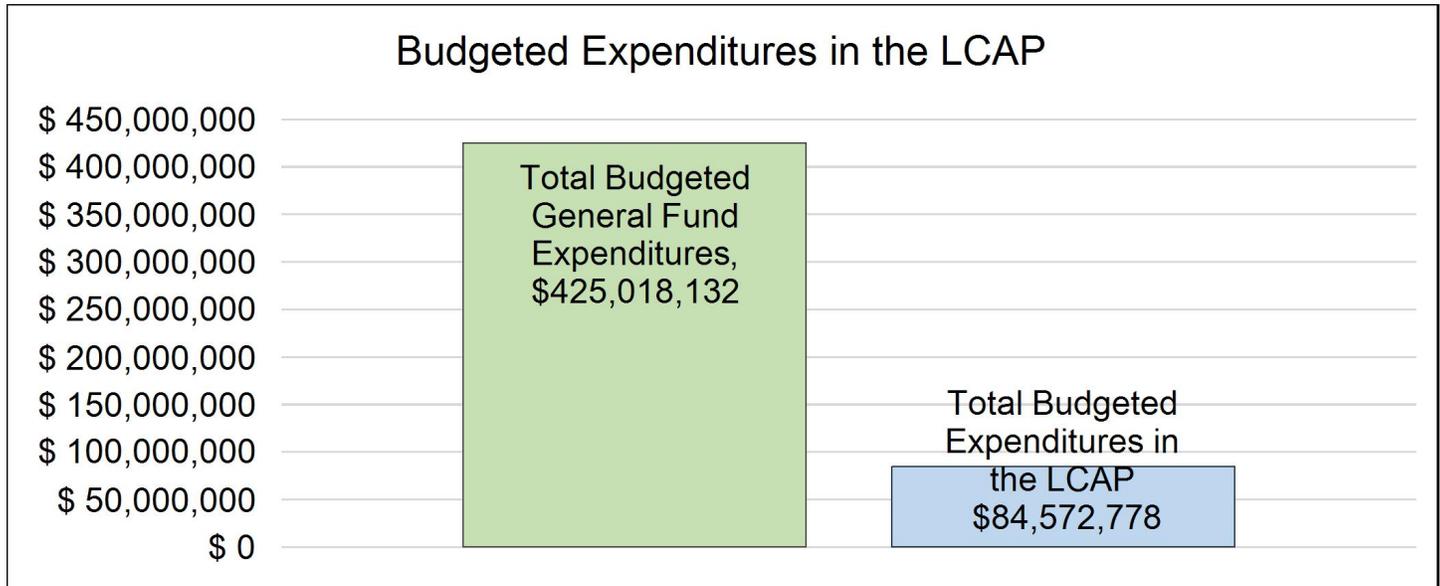
This chart provides a quick summary of how much Modesto City School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Modesto City School District plans to spend $425,018,132 for the 2021-22 school year. Of that amount, $84,572,778 is tied to actions/services in the LCAP and $340,445,354 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

District expenses existing prior to the LCAP process have been identified as base services

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

In 2021-22, Modesto City School District is projecting it will receive $70,862,579 based on the enrollment of foster youth, English learner, and low-income students. Modesto City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Modesto City School District plans to spend $84,572,778 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$74,381,897**

- Actual Expenditures for High Needs Students in Learning Continuity Plan: **$71,389,481**

(x-axis: $0, $20,000,000, $40,000,000, $60,000,000, $80,000,000)
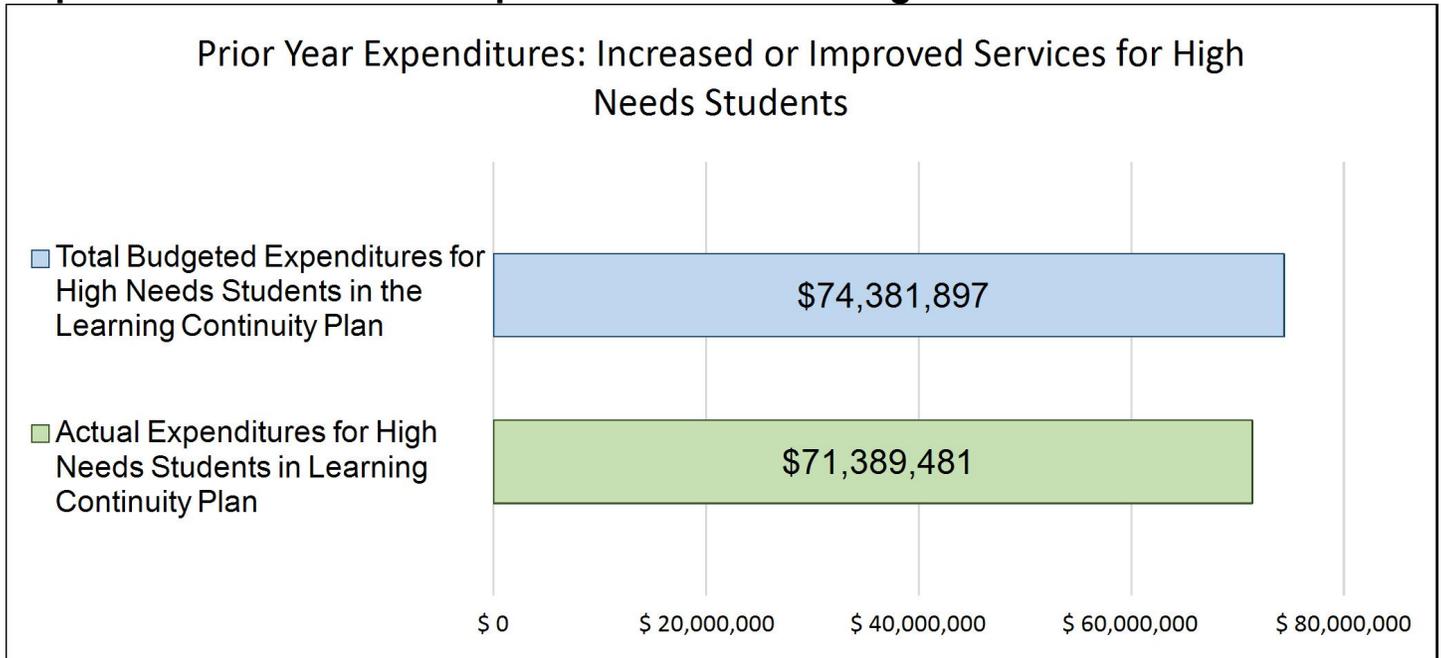
This chart compares what Modesto City School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Modesto City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Modesto City School District's Learning Continuity Plan budgeted $74,381,897 for planned actions to increase or improve services for high needs students. Modesto City School District actually spent $71,389,481 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID, the 2020/21 school year was challenging in many ways. Distance Learning and Social Distancing requirements made it difficult to implement many of our budget actions (RISE, Outdoor Education, Enrichment Programs, Extra Curricular Activities, etc.). It is the District's intention to continue those programs and implement plans to mitigate any educational or social-emotional impacts as a result of school closures.
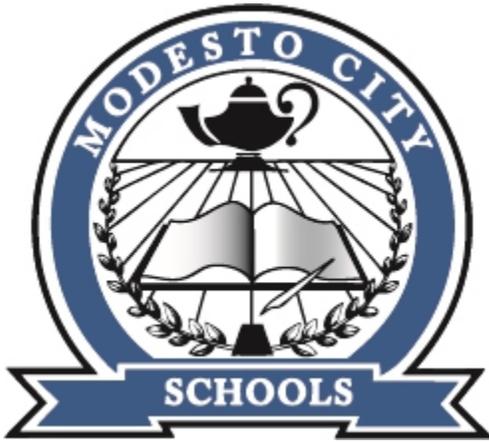
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Modesto City School District	Brad Goudeau Associate Superintendent, Ed. Services	Goudeau.B@monet.k12.ca.us 209 492-1454

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

Goal 1

Provide facilities that are safe and welcome to enhance and maximize learning opportunities.

Action 1: Improve facilities for students, parents, and staff
Action 2: Equitable access to technology
Action 3: Increase student computer literacy
Action 4: Decrease suspension rate
Action 5: Increase parent communication and engagement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Computer Literacy

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Action 1: Improve facilities for students, parents, and staff • Williams/SARC report card on credentials; facilities: • All students have standards-based materials • No findings on facilities • Internal HR reports **19-20** Action 1: Improve facilities for students, parents, and staff • Compliance with Williams Act resulting in no findings. (Priority 1)	Indicator MET • Williams Act had no findings for textbooks or facilities. Indicator MET • Recruitment was expanded to include Linkedin and virtual job fairs. MCS hosted a job fair with targeted outreach to increase staff diversity. Indicator MET • All teacher assignments are cross-referenced for the appropriate credential. All teachers are appropriately credentialed and assigned. Indicator MET • All students have standards-based materials.

Expected	Actual
• Recruitment activities will take place to increase staff diversity. (Priority 8) • Teachers are appropriately credentialed and assigned. • All students have standards-based materials **Baseline** Action 1: Improve facilities for students, parents, and staff • No Williams complaint • Eight recruitment fairs and outreach events were attended in the prior year.	
Metric/Indicator Action 1: Improve facilities for students, parents, and staff • Equal Employment Opportunity (EEO) Survey **19-20** Action 1: Improve facilities for students, parents, and staff • EEO Survey completed in prior years. **Baseline** Action 1: Improve facilities for students, parents, and staff 2. Sept. 2016 EEO survey on full time staff: • 26 % Hispanic • 2.0 % AA • 66 % White • 6.0 %Other	• The survey is completed every other year. Survey results have not been received (delayed due to COVID-19).

Expected	Actual
Metric/Indicator Action 1: Improve facilities for students, parents, and staff • Facilities report/Board agenda items **19-20** Action 1: Improve facilities for students, parents, and staff • Facilities will continue to be upgraded based upon priorities. (Priority 1) **Baseline** Action 1: Improve facilities for students, parents, and staff • Continued upgrade of site facilities and district office.	Indicator MET • Facilities upgrades took place based upon School Board priorities. Some upgrades included asphalt repair, re-roofing, HVAC systems, painting, and Prop 39 energy/lighting retrofit.
Metric/Indicator Action 2: Equitable access to technology • Updates on technology infrastructure including staff FTE, computer devices, and hardware. **19-20** Action 2: Equitable access to technology All 7-12 schools will be maintain 1:1 student devices and implement ELA and Social Studies digital curriculum. (Priority 1)	Indicator MET • All 7-12 schools have 1:1 devices for students and have implemented the ELA and Social Studies curriculum digitally. All 7-12 schools are digital. Indicator MET • Infrastructure was upgraded to support the needs of students and staff.

Expected	Actual
Evaluate current infrastructure to support digital curriculum, as well as staff and student needs. **Baseline** Action 2: Equitable access to technology - 2016-17 One high school is digital. - 2017-18 All high schools are digital	
Metric/Indicator Action 3: Increase student computer literacy - 6th grade keyboard assessment administered at end of year. **19-20** Action 3: Increase student computer literacy - At least 51% of 6th grade students will achieve a keyboarding rate of 30 correct words per minute (revised). (Priority 8) **Baseline** Action 3: Increase student computer literacy - 48% of the 6th grade students achieved a typing rate of 25 correct words per minute at the end of 2016-2017.(internal report) - 2017-18 36% of the 6th grade students achieved a typing rate of 30 correct words per minute at the end of 2017-2018. (internal report).	Due to COVID-19 and school closure, keyboarding was discontinued to focus on core academic content. No data is available to report due to closure.

Expected	Actual
Metric/Indicator Action 4: Decrease suspension rate (K-8) • Dataquest and CA Dashboard • MOSIS internal data (in an effort to align with publicly accessible data we will use internal data sources as a monitoring tool) **19-20** Action 4: Decrease suspension rate (K-8) • Elementary district (K-8) will decrease suspension rate with student groups identified as red or orange on prior year CA Dashboard decreasing by 0.05%. Expulsions will be less than 0.05% (Dataquest report) (Priority 6) **Baseline** Action 4: Decrease suspension rate (K-8) 2014-2015 Dataquest: Overall suspension: 4.6% Student groups rated very high on suspension indicator: • 8.7% AA • 8.3% SWD • 6.9% for 2+ Races • 10% American Indian 2016-2017 Internal Data: Overall suspension: 3.98% Student Groups Suspension rates: • 7.42%% AA • 6.78% SWD • 4.29% 2+ Races • 6.56% American Indian	Indicator MET • K-8 Suspension rates were decreased as follows: American Indian – Went from 7% to 3.1% Asian – Went from 1.9% to 1.2% Pacific Islander – Went from 3.2% to 1.9% Foster Youth – Went from 6.4% to 4.1% Indicator MET • K-8 Expulsions were 0%

Expected	Actual
Number of Expulsions: 0	
Metric/Indicator Action 4: Decrease suspension rate (9-12) • Dataquest and CA Dashboard **19-20** Action 4: Decrease suspension rate (9-12) • High School district will lower suspension rate with student groups identified as red or orange on prior year CA Dashboard decreasing by 1%. Expulsions will be less than 0.1% (Dataquest report) (Priority 6) **Baseline** Action 4: Decrease suspension rate (9-12) 2014-2015 Dataquest: Overall suspension: 6.2% Student groups rated very high on suspension indicator: • 10.3% AA • 11.3% SWD • 10.5% American Indian 2016-2017 Internal Data: Overall suspension: 5.29% Student Groups Suspension Rates: • 13.81% AA • 11.01% SWD • 1.79% American Indian • 8.41% ELL	Indicator MET • Suspension rates were decreased as follows: English Learners – Went from 9.8% to 7.1% - Met Homeless – Went from 16.7% to 8.4% - Met Students with Disabilities – Went from 10.2% to 8.4% - Met Foster – Went from 13.4% to 13.1% - Not Met Hispanic – Went from 6.6% to 4.5% - Met Two or More Races – Went from 7.7% to 5.0% - Met Pacific Islander– Went from 7.0% to 4.3% - Met Socioeconomically Disadvantaged– from 7.7% to 5.6% - Met White– from 5.2% to 3.7% - Met Indicator MET • Expulsions were 0.03%

Expected	Actual
Number of Expulsions: 5	
Metric/Indicator Action 4: Decrease suspension rate • PD agendas on restorative practices. **19-20** Action 4: Decrease suspension rate • Restorative Practices training will be added to 4 additional sites with a total of 30 sites having been trained. (Priority 6) **Baseline** Action 4: Decrease suspension rate • 2016-17 18 sites have been trained in Restorative Practices • 2017-18 22 sites have been trained in Restorative Practices	Indicator MET • As of the end of 2020, 4 additional sites received Restorative Practices training; a total of 30 sites trained.
Metric/Indicator Action 5: Increase parent communication and engagement Internal attendance reports (MOSIS). **19-20** Action 5: Increase parent communication and engagement • All sites will attain a 95% attendance rate. (Priority 5)	Indicator MET • Elementary district had an attendance rate of 96.07% 25 of 26 schools achieved the goal. Indicator NOT MET • High school district had an attendance rate of 93.76% 2 of 7 schools achieved the goal.

Expected	Actual
Baseline Action 5: Increase parent communication and engagement 2016-2017 attendance rate at K-8 was 94.72% and was 93.31% at 9-12. # of sites with attendance rates 95% or higher: 2 of 26 K-8 sites 2 of 7 HS sites	
Metric/Indicator Action 5: Increase parent communication and engagement - DataQuest - MOSIS internal data (in an effort to align with publicly accessible data we will use internal data sources as a monitoring tool) **19-20** Action 5: Increase parent communication and engagement - Chronic Absenteeism will be reduced by 1% in both Districts. Homeless and Foster Youth Chronic Absenteeism will decrease by 2% (Priority 5) **Baseline** Action 5: Increase parent communication and engagement 2015-2016 Chronic Absenteeism: 11.57% (K-8) 19.69% (HS) 2016-17 DataQuest data is as follows: - K-8 schools have an 11.3% chronic absenteeism rate 9-12 schools have an 18.4% chronic absenteeism rate	Indicator MET - Elementary district had a decrease of 1.49% in Chronic Absenteeism. - High School district had a decrease of 1.08% in Chronic Absenteeism. Due to COVID-19 and closure, the percentage for Homeless and Foster Youth was not able to be accurately calculated.

Expected	Actual
Metric/Indicator Action 5: Increase parent communication and engagement - Foster Youth Specialist monthly visit report (internal) **19-20** Action 5: Increase parent communication and engagement - The Foster Youth Specialist will support foster students (7th - 12th) through student visitation and site support. (Priority 5) **Baseline** Action 5: Increase parent communication and engagement 2016-17 - The Foster Youth Specialist met with each foster student (7-12) at least twice during the year. 2017-18 - The foster youth specialist visited all 7-12 school sites approximately 5-6 times in 2017-18 school year. - Educational plans were developed with a priority on 9 - 12 students.	Indicator MET - The Foster Youth Specialist met with 7-12 students via a site-based support team.
Metric/Indicator Action 5: Increase parent communication and engagement - Site records on attendees at round-ups and parent conferences. **19-20** Action 5: Increase parent communication and engagement	Indicator MET - The number of K-6 parents attending round-up and first-trimester parent conferences was maintained.

Expected	Actual
• Maintain or increase number of K-6 parents attending beginning of school year round-up and first trimester parent conference. (Priority 3) **Baseline** Action 5: Increase parent communication and engagement 2016-17 • 61% of elementary families attended the beginning of the year information sessions. 91% of the parents of elementary students attended a first-trimester teacher-parent conference. 2017-18 • 64% of K-6 parents attended a beginning of school round-up. • 91% attended a K-6 parent teacher conference for the first trimester.	
Metric/Indicator Action 5: Increase parent communication and engagement • Agenda or flyers on Jr. High and High School parent information nights. **19-20** Action 5: Increase parent and student communication and involvement • Maintain Junior High and High School parent nights for in-coming 7th and 9th grade students. (Priority 3) **Baseline**	Indicator MET • High school parent nights were held in-person at all the high schools. All junior highs held parent nights virtually due to school closures from the pandemic.

Expected	Actual
Action 5: Increase parent communication and engagement 2016-17 • All Junior Highs and High Schools provided a parent night for incoming 7th and 9th grade students. 2017-18 • All junior high and high schools provided a parent night for incoming 7th and 9th grade families.	
Metric/Indicator Action 5: Increase parent communication and engagement • Reports on ESL classes offered for parents. **19-20** Action 5: Increase parent communication and engagement • Maintain or increase the number of ESL classes offered for parents. (> 14 classes) (Priority 3) **Baseline** Action 5: Increase parent communication and engagement 2016-17 • There were 14 parent classes to teach English as a Second Language engagement 2017-18 • There were 13 parent classes to teach English as a Second Language.	Indicator NOT MET • ESL classes were consolidated due to the pandemic and offered virtually. Nine (9) classes were offered.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Improve facilities for students, parents, and staff Maintain staff and programs to improve facilities and safety: • Facilities upgrade per Needs Assessment • Infrastructure for technology • HR recruitment opportunities to seek staff diversity • Security to protect assets • Safe schools and violence prevention, and continue to increase cameras • Custodial grounds • Purchasing Dept. for asset acquisition Add • Senior Director, Talent Acquisition & Employee Retention	2000-2999: Classified Personnel Salaries LCFF $2,414,186 3000-3999: Employee Benefits LCFF $1,147,595 4000-4999: Books And Supplies LCFF $492,082 5000-5999: Services And Other Operating Expenditures LCFF $2,219,940 2000-2999: Classified Personnel Salaries Other $367,746 3000-3999: Employee Benefits Other $157,543 4000-4999: Books And Supplies Other $210,000 5000-5999: Services And Other Operating Expenditures Other $22,000	2000-2999: Classified Personnel Salaries LCFF $2,327,938 3000-3999: Employee Benefits LCFF $1,138,403 4000-4999: Books And Supplies LCFF $846,529 5000-5999: Services And Other Operating Expenditures LCFF $1,480,594 1000-1999: Certificated Personnel Salaries LCFF $82,620 2000-2999: Classified Personnel Salaries Other $355,360 3000-3999: Employee Benefits Other $142,653 4000-4999: Books And Supplies Other $143,898 5000-5999: Services And Other Operating Expenditures Other $27,298
Action 2: Equitable access to technology Maintain: • 1 Technology Coach • Computer replacement cycle • Digital school model for 7-12 sites • Technological staff Add • Chief Technology Officer	1000-1999: Certificated Personnel Salaries LCFF $94,680 2000-2999: Classified Personnel Salaries LCFF $4,682,968 3000-3999: Employee Benefits LCFF $2,047,132 4000-4999: Books And Supplies LCFF $4,787,844 5000-5999: Services And Other Operating Expenditures LCFF $2,533,674	1000-1999: Certificated Personnel Salaries LCFF $0 2000-2999: Classified Personnel Salaries LCFF $2,517,892 3000-3999: Employee Benefits LCFF $955,467 4000-4999: Books And Supplies LCFF $71,021 5000-5999: Services And Other Operating Expenditures LCFF $1,272,380

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo LCFF $1,973,198	7000-7439: Other Outgo LCFF $0
	3000-3999: Employee Benefits Other $16,797	3000-3999: Employee Benefits Other $13,362
		5000-5999: Services And Other Operating Expenditures Other $20,000
Action 3: Increase student computer literacy Maintain • Software licenses for computer literacy class • Elementary computer hardware • One (1) Elementary Tech Coordinator	1000-1999: Certificated Personnel Salaries LCFF $2,757,541	1000-1999: Certificated Personnel Salaries LCFF $2,690,204
	3000-3999: Employee Benefits LCFF $689,009	3000-3999: Employee Benefits LCFF $682,915
		4000-4999: Books And Supplies LCFF $198
		5000-5999: Services And Other Operating Expenditures LCFF $222
	5000-5999: Services And Other Operating Expenditures Lottery $11,400	5000-5999: Services And Other Operating Expenditures Lottery $0
		5000-5999: Services And Other Operating Expenditures Special Education $8,500
Action 4: Decrease suspension rate Provide District trainings & support: • Positive Behavior Intervention and Supports (PBIS) • Restorative Practices • Cultural competency, state mandated, and required training for staff (i.e. anti-bullying, suicide prevention, etc.) Maintain programs and support staff to decrease suspensions; • 1 FTE Behavioral Coach • Behavioral Intervention Specialist	1000-1999: Certificated Personnel Salaries LCFF $1,462,376	1000-1999: Certificated Personnel Salaries LCFF $1,238,992
	2000-2999: Classified Personnel Salaries LCFF $295,673	2000-2999: Classified Personnel Salaries LCFF $299,881
	3000-3999: Employee Benefits LCFF $521,232	3000-3999: Employee Benefits LCFF $472,129
	4000-4999: Books And Supplies LCFF $16,600	4000-4999: Books And Supplies LCFF $6,774

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 1 FTE Restorative Practice trained teacher to intervention centers at all high schools and junior highs • Social emotional support to intervention centers at all high schools and junior highs • Bus monitor positions • Funding for intervention rooms resources • Site funds to reinforce positive behavior Add: • Restorative Practices training to an additional 4 sites • 1 FTE Behavioral Coach	5000-5999: Services And Other Operating Expenditures LCFF $765,700	5000-5999: Services And Other Operating Expenditures LCFF $672,513 0001-0999: Unrestricted: Locally Defined Lottery $296 2000-2999: Classified Personnel Salaries Lottery $4,022 3000-3999: Employee Benefits Lottery $416 5000-5999: Services And Other Operating Expenditures Title I $4,308 5000-5999: Services And Other Operating Expenditures Title IV $132,500
Action 5: Increase parent communication and engagement Maintain: • K-6 electronic report/progress report • Site funding to increase parent involvement • 7 Attendance Liaisons • Typist Clerk Translators (i) & District-wide translator • Foster Youth/Homeless Liaison • Community Aide • Foster Youth Specialist • Healthy Start funding • Parent round up at elementary sites • Support office of Student, Parent & Community Outreach Provide parent classes & outreach: • Cultural assimilation class for newcomers • Leadership/Partnership classes • ESL classes for parents Add: • Additional or enhance parent communication applications	1000-1999: Certificated Personnel Salaries LCFF $223,891 2000-2999: Classified Personnel Salaries LCFF $1,169,998 3000-3999: Employee Benefits LCFF $653,587 4000-4999: Books And Supplies LCFF $339,686 5000-5999: Services And Other Operating Expenditures LCFF $284,093 1000-1999: Certificated Personnel Salaries Title I $39,495 2000-2999: Classified Personnel Salaries Title I $396,679	1000-1999: Certificated Personnel Salaries LCFF $105,870 2000-2999: Classified Personnel Salaries LCFF $1,037,903 3000-3999: Employee Benefits LCFF $531,541 4000-4999: Books And Supplies LCFF $170,311 5000-5999: Services And Other Operating Expenditures LCFF $124,921 1000-1999: Certificated Personnel Salaries Title I $5,228 2000-2999: Classified Personnel Salaries Title I $362,782

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Staff to focus on homeless, and foster students to increase positive student outcomes. • Provide parent trainings on how to access student grades and assessment data, a-g courses and requirements focused on 9th graders, and parent communication applications.	3000-3999: Employee Benefits Title I $168,705 4000-4999: Books And Supplies Title I $131,244 5000-5999: Services And Other Operating Expenditures Title I $70,985 2000-2999: Classified Personnel Salaries Other $228,920 3000-3999: Employee Benefits Other $85,287 4000-4999: Books And Supplies Other $3,208 5000-5999: Services And Other Operating Expenditures Other $3,280	3000-3999: Employee Benefits Title I $159,337 4000-4999: Books And Supplies Title I $41,779 5000-5999: Services And Other Operating Expenditures Title I $22,396 2000-2999: Classified Personnel Salaries Other $235,577 3000-3999: Employee Benefits Other $76,227 4000-4999: Books And Supplies Other $3,236 5000-5999: Services And Other Operating Expenditures Other $4,107 2000-2999: Classified Personnel Salaries Title III $155 3000-3999: Employee Benefits Title III $45 4000-4999: Books And Supplies Title III $31

Goal Analysis

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

Overall, the action and services in the LCAP were implemented. Personnel costs and the associated benefits were reduced due to school closure and decreased need for additional supports outside the regular school day. Funding was increased for books and supplies to support students.

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

COVID-19 impacted a variety of actions or services during the second half of the 2019-2020 school year. Overall, the actual outcomes for Goal 1 indicate successful implementation with 12 of 18 indicators met, 3 not met, and 3 that were unable to be completed due to COVID-19 and the lack of data to report.

Successes:
The district made a concerted effort of no William's Act findings and was able to achieve this goal. Upgrades continue to be made to the aging buildings in MCS following the prioritization schedule established with the passage of the two local bond measures to address the aging K-8 facilities. Multiple sites were painted, single point of entry systems were installed for improved security, and camera systems were added to sites that previously did not have them.

In line with the Future Ready plan adopted by the Board, one-to-one devices were provided to all junior high and high school students. Due to COVID-19 and resulting school closure, one-to-one devices were purchased and provided to all students enrolled in MCS in grades TK-6 so that all MCS students had a computer to access their instruction during the resulting distance learning. The district upgraded infrastructure to support the increase in student devices and implemented new learning platforms to support teachers and students. The district was able to add two positions that helped support the technology expansion and address the needs of students and staff with the increased emphasis on technology.

The District continues to make progress in reducing suspensions at both the K-8 and 9-12 levels with almost all student groups achieving the goal and all groups showing a decrease in the number of student suspensions. Restorative Practices training was completed at four additional sites with 30 out of 34 sites have completed the training. Chronic Absenteeism also showed a decrease due to the increased efforts to engage and monitor the students who might meet this criteria. The Foster Youth Specialist engages in a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the academic options and services required to meet each foster youth's academic goals. The Homeless Liaison effectively supports students experiencing homelessness and provides necessary supports and information to assist the students in meeting the attendance and academic goals.
The District continues to seek out diversity in our hiring. The new Senior Director of Talent Acquisition implemented district-sponsored job fairs to help recruit new talent to MCS. The job fairs resulted in hiring multiple paraprofessionals, special education staff, nutrition service staff, and bus drivers to address staffing shortages.

Challenges:
COVID-19 and school closure brought multiple challenges. The closure of schools made it necessary to move to a distance learning model. For students in grades TK-6, the district did not have one-to-one devices in place (only at the 7-12 level). Devices had to be purchased or re-allocated and then distributed to students. Teachers were now asked to provide lessons and supports virtually. This resulted in training on new platforms to provide access for students. With the increase of devices, the district's infrastructure was challenged. Updated servers and programs had to be implemented much quicker than the original timeline.
Parent communication had to adjust to virtual meetings and digital communication. Open House was held, but parents attended virtually rather than in person. For many families, the struggle to access virtual platforms and communicate digitally was challenging. The district implemented a variety of supports and hotlines to help with communication.

Parent classes for English as a Second Language (ESL) were impacted by COVID-19 and school closure. Classes had to be combined and held virtually. This impacted the language development opportunities available through direct conversation available through in-person classes. Many parents struggled to attend virtually due to connectivity issues or lack of knowledge for use of digital devices and platforms.

Goal 2

Increase student achievement to ensure each student demonstrates success with Common Core State Standards (CCSS) and be college and career ready.

Action 1: Increase achievement to ensure college readiness
Action 2: Provide student support for college and career readiness
Action 3: Additional staff to coordinate services
Action 4: Alternative programs to meet student needs
Action 5: Increase awareness of careers and life skills

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Action 1: Increase achievement to ensure college readiness • State SBAC ELA and Math scores at 3rd - 8th grade and 11th **19-20** Action 1: Increase achievement to ensure college readiness • SBAC ELA and Math scores at K-8 and HS will increase: 5% (Priority 4)	• No CAASPP data is available as the exams were not given per State Board of Education for 2019-2020. Indicator MET • The catalog of training options was developed and implemented. There were 14,187 enrollments within the catalog.

Expected	Actual
- Overall student performance on CA Dashboard will increase by 3 points: Student groups identified on CA Dashboard as red and orange will increase by 6 points - Evaluate current professional development opportunities and develop a catalog of training options for staff **Baseline** Action 1: Increase achievement to ensure college readiness K-8 Elementary 2015-2016 SBAC: ELA 27%; Math 17% K-8: CA Dashboard: ELA Performance Overall: 53.3 pts below level 3 - ELs: 70.6 pts. below level 3 - SWD: 123.5 pts. below level 3 - AA: 86.4 pts. below level 3 2+ Races: 47.1 pts. below level 3 K-8:CA Dashboard: Math Performance Overall: 79.4 pts. below level 3 - SWD: 149.4 pts. below level 3 - AA: 115.6 pts. below level 3 HS 2015-2016 SBAC: ELA 58%; Math 25% CA Dashboard: ELA Performance: Overall: 23.8 pts. below level 3 No data on the student group provided CA Dashboard: Math Performance: Overall: 63.7 pts. below level 3 No data on student groups	

Expected	Actual
provided 2016-2017 K-8 SBAC: • ELA 27.95% • Math 19.01% Fall 2017 K-8 CA Dashboard: ELA Overall Performance: 53.9 points below level 3 • ELs: 93.2 points below level 3 • SWD: 124 points below level 3 • AA: 83.6 points below level 3 • 2+ Races: 36.9 points below level 3 Fall 2017 K-8 CA Dashboard: Math Overall Performance: 78.9 points below level 3 • SWD: 149.8 points below level 3 • AA: 113.7 points below level 3 2016-17 9-12 SBAC: • SBAC: ELA 55.92% • SBAC: Math 23.31% 2016-17 9-12: CA Dashboard: ELA Performance - Overall: 18.6 points above level 3 • No data on student group data provided 2016-17 9-12: CA Dashboard: Overall: 76.5 points below level 3 • No data on student group data provided	
Metric/Indicator Action 1: Increase achievement to ensure college readiness • CDE DataQuest (Includes Elliott)	Indicator Not Met • HS cohort graduation rate remained unchanged at 87.2% Indicator MET • HS dropout rate decreased from 6.5% to 5.9%.

Expected	Actual
and CA dashboard (excludes Elliott) **19-20** Action 1: Increase achievement to ensure college readiness • Increase HS cohort graduation rate by 1%. Decrease HS dropout rate by 0.5%. Jr. High dropout will be less than 3 students. (Priority 5) **Baseline** Action 1: Increase achievement to ensure college readiness Dataquest 2015-2016 Graduation rate is 87% (includes Elliott). HS dropout rate is 7.0%. Jr. High dropout is 7 students (no % calculated) CA. Dashboard Graduation rate is 92% (14-15 data) (excludes Elliott)	Indicator Not Met • Jr. High dropout total = 5
Metric/Indicator Action 1: Increase achievement to ensure college readiness • Educational services PD plan **19-20** Action 1: Increase achievement to ensure college readiness • Four additional sites will participate in EL shadowing professional development. (Priority 2) **Baseline**	• Due to the pandemic, this program was postponed and not offered.

Expected	Actual
Action 1: Increase achievement to ensure college readiness • 14 school sites have participated in EL shadowing activities.	
Metric/Indicator Action 1: Increase achievement to ensure college readiness • Educational services PD plan **19-20** Action 1: Increase achievement to ensure college readiness • Teachers will receive training on new curriculum. (Priority 2) **Baseline** Action 1: Increase achievement to ensure college readiness 2016-17 • New ELA curriculum has been purchased for K-6 and 9-12; New Math curriculum has been purchased for K-6 Sp. Ed.classes. Teachers are not trained. 2017-18 • New ELA curriculum has been purchased for 7-8; Teachers are not trained.	Indicator MET • New adoptions in science, math, and ELA included training for: • Science: 259 teachers • Math: 561 teachers • ELA: 377 Data from PD catalog
Metric/Indicator Action 1: Increase achievement to ensure college readiness • Middle College enrollment and grade reports	Indicator MET • Middle College students collectively earned 573 college credits for 2019-20.

Expected	Actual
19-20 Action 1: Increase achievement to ensure college readiness • Students in middle college will collectively earn a minimum of 513 college credits. (Priority 7) **Baseline** Action 1: Increase achievement to ensure college readiness • 513 units earned with 6 total semester classes offered in Middle College.	
Metric/Indicator Action 1: Increase achievement to ensure college readiness • CollegeBoard (CDE Dataquest is being discontinued and replaced with College Board.) **19-20** Action 1: Increase achievement to ensure college readiness • Advanced Placement Exams pass rate score of 3 or more will be at least 52%. (Priority 4) **Baseline** Action 1: Increase achievement to ensure college readiness 2016-17 • 2015-2016: students who passed an AP exam of 3 or higher is 2589/4797 = 54% 2016-2017	Indicator MET • 56% of students taking an AP test in May 2020 received a score of 3 or higher, per College Board Report.

Expected	Actual
• Passing AP exam scores of 3 or higher is 1774/3437 = 52% based on CollegeBoard data.	
Metric/Indicator Action 1: Increase achievement to ensure college readiness • "Ready for College" status on EAP is determined by the students that score "standard exceeded" on the ELA and math SBA exams. **19-20** Action 1: Increase achievement to ensure college readiness • High school juniors achieving the "ready for college status" on the Early Assessment Program (EAP) will increase 2% in both English Language Arts and Math. (ELA > 18.28% Math > 6.94%) (Priority 4) **Baseline** Action 1: Increase achievement to ensure college readiness 2015-16 • Ready for College Coursework (Early Assessment Program) ELA: 23% Math: 8% 2016-17 • Ready for College Coursework (Early Assessment Program) ELA: 22.86%, Math: 6.89% New Baseline: ELA: 18.28% Math: 6.94% "Ready for College" status on EAP is determined by the students that score "standard exceeded" on the ELA and math SBA exams. Due to the calculation changes, these numbers will be used as the baseline for the 2019-2020 LCAP.	• No CAASPP data is available as the exams were not given per State Board of Education for 2019-2020.

Expected	Actual
Metric/Indicator Action 2: Provide student support for college and career readiness - DataQuest **19-20** Action 2: Provide student support for college and career readiness - High school graduates meeting a-g requirements will increase by 1% to 45%. (Priority 5) **Baseline** Action 2: Provide student support for college and career readiness 2015-16 - 37.8% of HS students have completed CSU/UC A-G requirements 2016 -17 - 40.3% of students have completed CSU/UC A-G requirements.	Indicator Not Met - 40.3% of graduates in 2020 met A-G requirements, per DataQuest.
Metric/Indicator Action 2: Provide student support for college and career readiness - Internal report on students attending jr. high two years	Indicator Not Met - Junior high 8th-grade core class passing rate = 81.9% Indicator Met - 8th-grade EL core class passing rate = 74.5%

Expected	Actual
19-20 Action 2: Provide student support for college and career readiness • There will be an increase of 2% (81.6% to 83.6%) of 8th grade students passing all core classes in Jr. high. Eighth grade EL students passing core classes will increase by 4%. (68.3% to 72.3%) (Internal data) (Priority 4) **Baseline** Action 2: Provide student support for college and career readiness 2015-16 • 82% of students attending two years in MCS Jr. High passed all core courses 2016-17 • 79.3% of students attending two years in a MCS Jr. High passed all core courses • 68.2% of EL students attending two years in a MCS Jr. High passed all core courses.	
Metric/Indicator Action 2: Provide student support for college and career readiness • Naviance report **19-20**	Indicator Met • A grad planning tool was implemented in AVID freshman classes and in the Beyer and Johansen Freshman Seminar classes

Expected	Actual
Action 2: Provide student support for college and career readiness • A graduation planning tool for families and students will be implemented in AVID Freshman classes, as well as Beyer and Johansen Freshman Seminar classes. (Priority 5) **Baseline** Action 2: Provide student support for college and career readiness 2016-17 • Naviance graduation plan for families and students will be piloted with 15% of families completing the plan. 2017-18 • The Naviance graduation course planner was piloted at Johansen (grade 9) and Modesto High (AVID). There were difficulties with implementation limiting the number of plans completed in the pilot.	
Metric/Indicator Action 3: Additional staff to coordinate services • ELPAC assessment data **19-20** Action 3: Additional staff to coordinate services • The English Language Proficiency Assessment for CA (ELPAC) baseline from 2019 will be compared in Spring 2020 for ELPI to allow for a two-year comparison. (Priority 2)	• Summative ELPAC was canceled in 19-20, new Summative ELPAC baseline will be established in 20-21

Expected	Actual
Baseline Action 3: Additional staff to coordinate services 2016-17 • Current CELDT data:50.3% of EL students who were in US schools 5 years or less (grades 1st – 12th) are on target based upon CELDT performance level. (In 2017 the District will transition to ELPAC with a baseline established in 2019 for ELPI to allow for a two-year comparison.) 2017-18 • In the Spring 2018, English Learner students took the ELPAC summative assessment for the first time.	
Metric/Indicator Action 3: Additional staff to coordinate services • Internal data **19-20** Action 3: Additional staff to coordinate services • Will maintain staff to support and coordinate services for students. **Baseline** Action 3: Additional staff to coordinate services • 3.5 Curriculum Coordinators • Vice Principals at Elementary & Jr. High • Assessment Center to monitor EL student progress • 3 Instructional Coaches at District and sites • 1.0 FTE Work Experience Teachers at each HS • Bilingual Language Development Specialists (BLDS)	Indicator Met • Staff was maintained to support services Curriculum Coordinators FTE = 8.5 Vice Principals TK-6 = 20.0 Assessment Center = 6.0 Job-Embedded PD Coaches = 20.5 Work Exp. FTE = 7.40

Expected	Actual
• District wide Student Study Team (SST) procedures • 3.8 FTE Curriculum Coordinators / Instructional Facilitators	
Metric/Indicator Action 4: Alternative programs to meet student needs • Staffing Report **19-20** Action 4: Alternative programs to meet student needs • DLA will be maintained at grades K-8. (Priority 7) **Baseline** Action 4: Alternative programs to meet student needs 2016-17 • Dual Language Academy is K-6 with 7 FTE teachers, 2 (6 hr.) paraprofessionals, and 1.2 FTE BLDS. 2017-18 • The DLA was expanded to grade 7 at Hanshaw Middle School. Staff additions included 1.0 FTE teacher and an additional 0.5 BLDS.	Indicator Met • DLA was maintained at grades K-8. AP Spanish Language course and test provided to 8th-grade students as a capstone.
Metric/Indicator Action 4: Alternative programs to meet student needs • Staffing Report **19-20**	Indicator Met • Alternative programs were offered. IB GATE G230 MVA CTE

Expected	Actual
Action 4: Alternative programs to meet student needs • Continue alternative programs to support diverse student needs. • Full-day kinder will be offered at all K-6 sites • The graduation rate for Elliott will increase 5% **Baseline** Action 4: Alternative programs to meet student needs • Alternative programs include IB, GATE, BTSA, Adult Ed, Cal Safe, etc.	DLA Indicator Met • Full-day kinder was offered at all 22 elementary sites. Indicator Not Met • Graduation rate at Elliott increased from 40.6% to 41.8%
Metric/Indicator Action 5: Increase awareness of careers and life skills • Site notes on career exposure through fairs and lesson plan. **19-20** Action 5: Increase awareness of careers and life skills • Every elementary site will expose 4th – 6th grade students to career pathways. (Priority 7) **Baseline** Action 5: Increase awareness of careers and life skills • Every elementary student in grades 4-6 was exposed to a career pathway. This was accomplished by participating in Career Cruising, an Internet-based	Indicator Met • Career awareness was provided to all 4th-6th grade students.

Expected	Actual
career exploration and planning tool used to explore career and college options. Additionally, many sites held career and college fairs.	
Metric/Indicator Action 5: Increase awareness of careers and life skills • Career survey completed by 9th graders. **19-20** Action 5: Increase awareness of careers and life skills • Every elementary site will expose 4th – 6th grade students to career pathways. (Priority 7) • Maintain or increase the % of 9th grade students completing a career survey to assist in college and career awareness. (> 86%) (Priority 7) **Baseline** Action 5: Increase awareness of careers and life skills 2016-17 • 86% of 9th graders completed a career awareness survey. 2017-18 • 86.57% of 9th grade students completed a career survey to assist with college in career awareness.	• Due to the pandemic and school closure, the career survey was not completed in all courses.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain: • Substitutes for walk-through process • Middle College program at Davis HS • Time for 1st – 6th teacher lesson planning • Data analysis and supports to decrease the achievement gap • Professional Development (PD) for State Standards and effective instructional practices for all students, subgroups • Supplemental standards aligned instructional Materials • Alignment of curriculum to transition to Next Generation Science Standards Add: • Funding for college-ready assessments • Professional development staff: • Associate Superintendent, C&I, PD • Senior Director, K - 12 C&I, PD • Clerical support • Record dual enrollment course completion	1000-1999: Certificated Personnel Salaries LCFF $3,850,454 3000-3999: Employee Benefits LCFF $1,074,723 4000-4999: Books And Supplies LCFF $261,400 5000-5999: Services And Other Operating Expenditures LCFF $2,323,500 1000-1999: Certificated Personnel Salaries Title I $324,779 4000-4999: Books And Supplies Title I $500 5000-5999: Services And Other Operating Expenditures Title I $449,122 1000-1999: Certificated Personnel Salaries Special Education $195,220 2000-2999: Classified Personnel Salaries Special Education $22,569 3000-3999: Employee Benefits Special Education $45,787 4000-4999: Books And Supplies Special Education $17,050	1000-1999: Certificated Personnel Salaries LCFF $4,449,137 3000-3999: Employee Benefits LCFF $1,025,115 4000-4999: Books And Supplies LCFF $86,819 5000-5999: Services And Other Operating Expenditures LCFF $543,615 1000-1999: Certificated Personnel Salaries Title I $289,003 2000-2999: Classified Personnel Salaries Title I $977 4000-4999: Books And Supplies Title I $3,163 5000-5999: Services And Other Operating Expenditures Title I $412,023 3000-3999: Employee Benefits Title I $50,215 1000-1999: Certificated Personnel Salaries Special Education $31,050 2000-2999: Classified Personnel Salaries Special Education $16,961 3000-3999: Employee Benefits Special Education $9,408 4000-4999: Books And Supplies Special Education $2,669

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Special Education $54,235	5000-5999: Services And Other Operating Expenditures Special Education $74,628
	1000-1999: Certificated Personnel Salaries Title IV $134,000	1000-1999: Certificated Personnel Salaries Title IV $35,845
		1000-1999: Certificated Personnel Salaries Other $13,608
	2000-2999: Classified Personnel Salaries LCFF $362,420	2000-2999: Classified Personnel Salaries LCFF $233,695
		3000-3999: Employee Benefits Other $2,377
		4000-4999: Books And Supplies Other $569
		5000-5999: Services And Other Operating Expenditures Other $85,431
		1000-1999: Certificated Personnel Salaries Title II $319,602
		3000-3999: Employee Benefits Title II $58,468
		4000-4999: Books And Supplies Title II $13,085
		5000-5999: Services And Other Operating Expenditures Title II $202,140
		2000-2999: Classified Personnel Salaries Title IV $233
		3000-3999: Employee Benefits Title IV $7,314

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures Title IV $17,932 1000-1999: Certificated Personnel Salaries Title III $4,863 3000-3999: Employee Benefits Title III $835
Maintain: • Support for formative assessments aligned with state standards • Funding for AVID • AVID Excel at 4 Jr. Highs (EL Focus) • 1.0 FTE AVID Coordinator • College Counselors to 1.0 FTE per high school • College presentations with focus on subgroups, including a focus on 9th graders and a-g coursework • STEAM programs/pathways (Gregori / Beyer / Roosevelt / Johansen / Hanshaw) • A 4-year graduation planning tool for students/families	1000-1999: Certificated Personnel Salaries LCFF $1,177,906 2000-2999: Classified Personnel Salaries LCFF $166,400 3000-3999: Employee Benefits LCFF $346,386 4000-4999: Books And Supplies LCFF $409,100 5000-5999: Services And Other Operating Expenditures LCFF $965,097	1000-1999: Certificated Personnel Salaries LCFF $1,168,404 2000-2999: Classified Personnel Salaries LCFF $104,321 3000-3999: Employee Benefits LCFF $295,549 4000-4999: Books And Supplies LCFF $111,982 5000-5999: Services And Other Operating Expenditures LCFF $836,949 5000-5999: Services And Other Operating Expenditures Title I $3,880 1000-1999: Certificated Personnel Salaries Other $29,452 3000-3999: Employee Benefits Other $6,999
Maintain: • 3.5 Curriculum Coordinators • Vice Principals at Elementary & Jr. High • Assessment Center to monitor EL student progress • 3 Instructional Coaches at District and sites • 1.0 FTE Work Experience Teachers at each HS • Bilingual Language Development Specialists (BLDS)	1000-1999: Certificated Personnel Salaries LCFF $5,286,256 2000-2999: Classified Personnel Salaries LCFF $426,115	1000-1999: Certificated Personnel Salaries LCFF $5,069,548 2000-2999: Classified Personnel Salaries LCFF $371,976

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• District wide Student Study Team (SST) procedures • 3.8 FTE Curriculum Coordinators/Instructional Facilitators • Additional support for students at the beginning language acquisition stage at the K-6 level • Intervention support and staff for sites identified as needing assistance as indicated by CA Dashboard Add: • Director of English Learners and clerical support	3000-3999: Employee Benefits LCFF $1,485,020 4000-4999: Books And Supplies LCFF $18,512 5000-5999: Services And Other Operating Expenditures LCFF $24,524 1000-1999: Certificated Personnel Salaries Title I $521,336 3000-3999: Employee Benefits Title I $133,348	3000-3999: Employee Benefits LCFF $1,379,769 4000-4999: Books And Supplies LCFF $12,381 5000-5999: Services And Other Operating Expenditures LCFF $34,676 1000-1999: Certificated Personnel Salaries Title I $381,528 3000-3999: Employee Benefits Title I $91,958 5000-5999: Services And Other Operating Expenditures Title I $706
Maintain: • Alternative programs: IB, GATE, BTSA, Adult Ed, Cal Safe, etc. • Language Institute staffing and supports • Full Day K with bilingual paraprofessional DLA • BLDS for DLA • DLA for grades K-8 • IB Coordinator .40 FTE Add: • Full day kinder paraprofessionals • Expand offerings to meet the College Career Indicator (LTIS, adult education, seal of bi-literacy, JROTC, etc.)	1000-1999: Certificated Personnel Salaries LCFF $2,051,468 2000-2999: Classified Personnel Salaries LCFF $1,416,766 3000-3999: Employee Benefits LCFF $1,412,858 4000-4999: Books And Supplies LCFF $44,970 5000-5999: Services And Other Operating Expenditures LCFF $433,538 1000-1999: Certificated Personnel Salaries Title III $153,888	1000-1999: Certificated Personnel Salaries LCFF $1,796,431 2000-2999: Classified Personnel Salaries LCFF $1,242,736 3000-3999: Employee Benefits LCFF $1,103,514 4000-4999: Books And Supplies LCFF $274,749 5000-5999: Services And Other Operating Expenditures LCFF $309,159 5000-5999: Services And Other Operating Expenditures Title III $7,973 1000-1999: Certificated Personnel Salaries Title III $128,020

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Title III $109,196	2000-2999: Classified Personnel Salaries Title III $108,278
	3000-3999: Employee Benefits Title III $116,217	3000-3999: Employee Benefits Title III $100,324
	7000-7439: Other Outgo LCFF $250,000	7000-7439: Other Outgo LCFF $262,419
	1000-1999: Certificated Personnel Salaries Title IV $42,558	1000-1999: Certificated Personnel Salaries Title IV $41,723
	3000-3999: Employee Benefits Title IV $10,860	3000-3999: Employee Benefits Title IV $10,489
	5000-5999: Services And Other Operating Expenditures Title IV $60,000	5000-5999: Services And Other Operating Expenditures Title IV $23,940
		2000-2999: Classified Personnel Salaries Title I $1,489
		3000-3999: Employee Benefits Title I $410
Maintain: • Support for career fairs & character education at elementary sites • Career Technical Education (CTE) programs • Support for California Partnership Grants • Funding for Ag program Add: • Enhance Character Education activities K-12	1000-1999: Certificated Personnel Salaries LCFF $2,198,807	1000-1999: Certificated Personnel Salaries LCFF $2,011,323
	2000-2999: Classified Personnel Salaries LCFF $377,367	2000-2999: Classified Personnel Salaries LCFF $339,281
	3000-3999: Employee Benefits LCFF $711,651	3000-3999: Employee Benefits LCFF $625,295
	4000-4999: Books And Supplies LCFF $311,500	4000-4999: Books And Supplies LCFF $141,998
	5000-5999: Services And Other Operating Expenditures LCFF $1,790,000	5000-5999: Services And Other Operating Expenditures LCFF $602,718

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries California Partnership Academies $73,775 3000-3999: Employee Benefits California Partnership Academies $18,214 5000-5999: Services And Other Operating Expenditures Lottery $14,000	1000-1999: Certificated Personnel Salaries California Partnership Academies $123,781 3000-3999: Employee Benefits California Partnership Academies $25,437 5000-5999: Services And Other Operating Expenditures Lottery $8,400 5000-5999: Services And Other Operating Expenditures California Partnership Academies $110,665 7000-7439: Other Outgo California Partnership Academies $20,465 4000-4999: Books And Supplies California Partnership Academies $99,781

Goal Analysis

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

Staffing and benefit costs were less than originally estimated. Overall, all actions and services were implemented to support students, families, teachers and staff.

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

COVID-19 impacted a variety of actions or services during the second half of the 2019-2020 school year. Overall, the actual outcomes for Goal 2 indicate successful implementation with 12 of 22 indicators met, 5 not met, and 35 that were unable to be completed due to COVID-19.

Successes:

Professional development for all staff continued a positive trend in 2019-2020. The Professional Development course catalog was created for certificated and classified staff to participate in various opportunities. The ability to secure substitutes for professional development during in-person learning continued to be a challenge. However, with the move to virtual engagement due to school closure, the need to secure substitutes diminished. The Curriculum Development Professional Development (CIPD) division was instituted to provide support to all staff and specialized trainings for certificated staff. Work continued to be done for career exploration for 4th and 6th grade students, as well as career interest surveys among ninth graders. Staffing for DLA and the Language Institute was maintained.

The number of students earning credits through the Middle College continued to increase, as well as the number of students passing AP exams with a 3 or higher. The number of junior high EL students passing core courses was a success as was the ability to offer full-day kindergarten. Supports for alternative programs was maintained to allow students to participate in AVID, IB, CTE courses, and Work Experience. Junior ROTC planning was conducted to provide for the start of the JROTC program at Beyer High for the 2020-2021 school year.

Challenges:
Due to school closure, CAASPP testing was not administered, per the California Board of Education. The ability to monitor student progress through the state testing was not possible. Many of the California State Dashboard reporting measures were suspended. Testing for English Learner students using the ELPAC was also suspended.
High School graduation rates continued to be a concern. Seniors were interrupted during their final semester to complete course work and meet the graduation requirements. The District worked to make sure as many seniors were able to meet graduation requirements by implementing additional credit recovery opportunities. The number of students meeting A-G requirements decreased due to the interruption of learning as did the number of 8th grade students passing core classes.

EL shadowing was postponed due to school closure. Staff had scheduled the professional development for the second half of the school year. Shadowing through a virtual environment was not conducive to gaining knowledge in that all teachers were adapting to a new lesson delivery method. Work on the STEAM pathways at Gregori, Beyer, Roosevelt, Johansen, and Hanshaw was suspended.

Goal 3

Support students' academic and social success by providing access to remediation and enrichment opportunities and promoting positive well being.

Action 1: Students will have increased access to remediation/credit recovery
Action 2: Access to enrichment programs
Action 3: Increase access to support services at each site

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Enrichment Opportunities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Action 1: Students will have increased access to remediation/credit recovery • Internal report on 9th grade units earned. **19-20** Action 1: Students will have increased access to remediation/credit recovery • 80% of students will be on track to graduate (earning a minimum of 55 units) at the end of the ninth grade year. (Priority 4) **Baseline** Action 1: Students will have increased access to remediation/credit recovery	Indicator Not Met • 75.8% of ninth-grade students earned 55 or more units.

Expected	Actual
2015-16 • 78% of ninth graders earned a minimum of 55 units at the end of the year 15-16 school year. **2016-17** • 79% of 9th graders earned a minimum of 55 units at the end of the school year.	
Metric/Indicator Action 1: Students will have increased access to remediation/credit recovery • Summer school enrollment and grade report and APEX report **19-20** Action 1: Students will have increased access to remediation/credit recovery • Provide summer school options for K-6 students needing remediation. (Priority 4) • Provide 7-12 students opportunity for credit recovery through extended summer school and summer school. (Priority 4) **Baseline** Action 1: Students will have increased access to remediation/credit recovery June 2016 Summer School was attended by 1,433 (9-12) students; 963 (K-6) students;	Indicator Met • Summer school remediation at the K-6 level was offered virtually (due to COVID-19) using Freckle. A total of 1,398 students participated in remediation. Indicator Met • A total of 2,150 students received credits through summer school at the 7-12 level. ESS was offered at all junior high and high schools. When schools closed for in-person learning, the ESS program was increased by an additional 1500 students to promote credit recovery for students at the high school level.

Expected	Actual
In the 2016-2017 school year, 7260 credits were recovered by 9-12 students completing courses through extended summer school.	
Metric/Indicator Action 1: Students will have increased access to remediation/credit recovery • Internal report on 4th grade writing assessments. **19-20** Action 1: Students will have increased access to remediation/credit recovery • 50% of fourth grade students will meet writing proficiency on two of three District writing assessments. (Priority 4) **Baseline** Action 1: Students will have increased access to remediation/credit recovery 2016-17 • In 2016-2017 48% of fourth grade students met writing proficiency in two of three District writing assessments. (Priority 4) 2017-2018 • 46% of fourth grade met writing proficiency in two of three District writing assessments.	• 2019-2020 -third-trimester Writing assessment did not occur due to school closure related to COVID-19.
Metric/Indicator Action 1: Students will have increased access to remediation/credit recovery	

Expected	Actual
• DIEBLs end of year fluency report **19-20** Action 1: Students will have increased access to remediation/credit recovery • 50% of third grade students will meet or exceed reading fluency DIBELS on the end of year report. (Priority 4) **Baseline** Action 1: Students will have increased access to remediation/credit recovery 2016-17 • 43% of third-grade students met or exceeded reading fluency DIBELs on the end-of-year report. (Priority 4) 2017-18 • 44% of third-grade students met or exceeded reading fluency as indicated on the DIBELS end-of-year report.	• EOY DIBELS assessment for 2019-2020 did not occur due to school closure related to COVID-19. • MOY assessment data indicated 40.2% of students at/above benchmark on DIBELS
Metric/Indicator Action 1: Students will have increased access to remediation/credit recovery • Internal G230 report (New metric added for the 2018-19 LCAP) **19-20** Action 1: Students will have increased access to remediation/credit recovery	Indicator Met • 96% of students that attended G230 Academy graduated or returned to their home high school on track for graduation.

Expected	Actual
• 70% of students that attend G230 Academy will graduate or return to their home high school on track for graduation. **Baseline** Action 1: Students will have increased access to remediation/credit recovery 2017-18 • 63% of students that attended G230 Academy graduated or returned to their home high school on track for graduation.	
Metric/Indicator Action 2: Access to enrichment programs • Internal report on students attending VAPA performances **19-20** Action 2: Access to enrichment programs • Maintain number of students attending a VAPA performance. **Baseline** Action 2: Access to enrichment programs 2016-17 • 6,621 students attended a performance at Gallo Center for the Arts. 1,911 third graders attended Modesto Symphony Link-up. (Priority 7) 2017-18	• In-person Gallo performances and Link-up were canceled due to school closure related to COVID-19.

Expected	Actual
• 6,359 students, in grades 1, 2, 5, & 8, attended a performance at the Gallo Center for the Arts. 1,952 third-grade students attended the Modesto Symphony Link-up.	
Metric/Indicator Action 2: Access to enrichment programs • Internal report on 4th – 6th grade students participating in the music instruction. **19-20** Action 2: Access to enrichment programs • Maintain the number of students participating in music instruction at the elementary level. (Priority 7) **Baseline** Action 2: Access to enrichment programs 2016-17 • 1,502 4th – 6th grade students participated in instrumental music program. (Priority 7) 2017-18, • 1,636 students participated in the instrumental music program.	Indicator Met • 1,814 elementary students were enrolled in music.
Metric/Indicator Action 2: Access to enrichment programs • School site records on 6th science camp **19-20**	• Sites with scheduled trips after March 2020 were canceled due to school closure related to COVID-19. Ten (10) sites attended prior to the pandemic closure.

Expected	Actual
Action 2: Access to enrichment programs - Maintain the opportunity for 6th grade students to attend Outdoor Science camp. (Priority 7) **Baseline** Action 2: Access to enrichment programs 2016-17 - All 6th-grade students were provided the opportunity to attend a 3-day 2-night science camp. (Priority 7) 2017-18 - Grade 6 students from all elementary had the opportunity to participate in an Outdoor Education science camp (3 days, 2 nights).	
Metric/Indicator Action 2: Access to enrichment programs - Summer School enrichment enrollment reports. **19-20** Action 2: Access to enrichment programs - Maintain or increase the number of students attending summer school enrichment. (Priority 7) **Baseline** Action 2: Access to enrichment programs 2015-16	- Due to the COVID-19 pandemic, enrichment opportunities were changed from in-person to virtual offering of courses for students to access digitally. 14,664 students enrolled in Freckle for July in voluntary enrichment with 132,000 minutes of active engagement total. Students also could access enrichment lessons on the MCS website.

Expected	Actual
• In June 2016, summer school enrichment was offered in coding and art for all 4th and 5th grade students. 199 students attended. (Priority 7) 2016-2017 • 222 students attended summer school enrichment at the elementary level.	
Metric/Indicator Action 2: Access to enrichment programs • DataQuest (New metric added for the 2018-19 LCAP) **19-20** Action 2: Access to enrichment programs • Increase percentage of students meeting 5 or more fitness standards on CA Physical Fitness Test. (Priority 8) **Baseline** Action 2: Access to enrichment programs 2016-17 • 5th grade - 33% • 7th grade - 57% • 9th grade - 51%	• Per State School Board, the CA Physical Fitness Exam was canceled for the 2019-20 school year.
Metric/Indicator Action 3: Increase access to support services at each site • Staffing reports **19-20**	Indicator Met • The following support services were provided: • Emotional Support/SAS days = 218 days per week between all sites. • 7-8 counselors = 2.0 FTE • EL counselors = 6.3 FTE

Expected	Actual
Action 3: Increase access to support services at each site • Maintain or increase the student support services. (Priority 5) **Baseline** Action 3: Increase access to support services at each site Student Support Services included: • 167 days of social emotional counseling • 7-8 Counselor 2 FTE • EL Counselor 6.3 FTE • HS Counselor 26.4 FTE • College counselor 7 FTE • School Nurse 21.75 FTE	• HS counselors = 28.0 FTE • College counselors = 7.0 FTE • School Nurse = 22.35 FTE

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain staffing/funding or increase funding for: • Support periods, remediation programs, and K-6 Summer School • Life Skills class for students at Elliott • Funding for HS summer school for credit recovery • Bridge class for 8th graders entering HS • Early reading PK program at Burbank Expand: • 230 Academy to another site • Remediation programs • Expand ASES to serve more students • Clerical support for K-8 remediation	1000-1999: Certificated Personnel Salaries LCFF $2,666,563 2000-2999: Classified Personnel Salaries LCFF $565,988 3000-3999: Employee Benefits LCFF $791,689 4000-4999: Books And Supplies LCFF $301,888 5000-5999: Services And Other Operating Expenditures LCFF $258,230	1000-1999: Certificated Personnel Salaries LCFF $2,028,386 2000-2999: Classified Personnel Salaries LCFF $482,844 3000-3999: Employee Benefits LCFF $651,379 4000-4999: Books And Supplies LCFF $140,570 5000-5999: Services And Other Operating Expenditures LCFF $217,422

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Title I $167,316	1000-1999: Certificated Personnel Salaries Title I $52,312
	3000-3999: Employee Benefits Title I $6,871	3000-3999: Employee Benefits Title I $12,115
	4000-4999: Books And Supplies Other $200	
	2000-2999: Classified Personnel Salaries Title I $8,000	2000-2999: Classified Personnel Salaries Title I $4,627
	4000-4999: Books And Supplies Title I $52,800	4000-4999: Books And Supplies Title I $20,066
	5000-5999: Services And Other Operating Expenditures Title I $3,000	5000-5999: Services And Other Operating Expenditures Title I $611
Maintain: • Elementary summer enrichment academies • District and site funds for promoting athletics/ student activities • District and site funds for visual and performing arts enrichment programs • Visual & Performing Arts at four grade levels • 6th-grade Outdoor Science Camp • Access to musical instruments and instruction • Site funds for physical fitness equipment	1000-1999: Certificated Personnel Salaries LCFF $125,416	1000-1999: Certificated Personnel Salaries LCFF $101,268
	2000-2999: Classified Personnel Salaries LCFF $15,500	2000-2999: Classified Personnel Salaries LCFF $3,048
	3000-3999: Employee Benefits LCFF $35,097	3000-3999: Employee Benefits LCFF $21,963
	4000-4999: Books And Supplies LCFF $495,300	4000-4999: Books And Supplies LCFF $326,114
	5000-5999: Services And Other Operating Expenditures LCFF $1,298,100	5000-5999: Services And Other Operating Expenditures LCFF $792,686
	5000-5999: Services And Other Operating Expenditures Title I $2,000	5000-5999: Services And Other Operating Expenditures Title I $2,000
Maintain staffing: • .4 FTE Athletic Director (AD) at each high school • HS Activity Directors at 1.0 FTE	1000-1999: Certificated Personnel Salaries LCFF $5,378,876	1000-1999: Certificated Personnel Salaries LCFF $5,629,965

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
- .5 FTE Counselor at Jr. Highs for subgroups - .4 FTE Counselor – G230 Academy - Counselor at 9-12 for student groups - .5 FTE Counselor – Elliott - Counselor ratio to 650:1 - Nurses' staffing and supplies - 3-hour Health Clerk for K-6 sites>700 and Elliott - 2 Instructional paraprofessionals for LI - 1.0 FTE Vice Principal for DLA - Pilot 9th grade transition class at PJHS and FBHS - Programs to provide student mentors - District social-emotional support Add: - Associate Superintendent, Student Support Services - Director, Student Support Services - Coordinator, Student Support Services	2000-2999: Classified Personnel Salaries LCFF $334,785 3000-3999: Employee Benefits LCFF $1,540,493 4000-4999: Books And Supplies LCFF $40,880 5000-5999: Services And Other Operating Expenditures LCFF $2,334,225 1000-1999: Certificated Personnel Salaries Lottery $10,000 3000-3999: Employee Benefits Lottery $2,035 1000-1999: Certificated Personnel Salaries Title I $228,103 3000-3999: Employee Benefits Title I $56,754 5000-5999: Services And Other Operating Expenditures Title I $260,648 1000-1999: Certificated Personnel Salaries Special Education $762,832 5000-5999: Services And Other Operating Expenditures Special Education $175,296 1000-1999: Certificated Personnel Salaries Other $144,832	2000-2999: Classified Personnel Salaries LCFF $235,018 3000-3999: Employee Benefits LCFF $1,503,261 4000-4999: Books And Supplies LCFF $20,390 5000-5999: Services And Other Operating Expenditures LCFF $1,847,082 3000-3999: Employee Benefits Lottery $12 1000-1999: Certificated Personnel Salaries Title I $191,717 3000-3999: Employee Benefits Title I $13,349 5000-5999: Services And Other Operating Expenditures Title I $301,977 1000-1999: Certificated Personnel Salaries Special Education $746,158 3000-3999: Employee Benefits Special Education $180,359 5000-5999: Services And Other Operating Expenditures Special Education $181,675 1000-1999: Certificated Personnel Salaries Other $126,625

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Other $11,668	2000-2999: Classified Personnel Salaries Other $12,027
	3000-3999: Employee Benefits Other $475,455	3000-3999: Employee Benefits Other $856,523
	4000-4999: Books And Supplies Other $4,160	4000-4999: Books And Supplies Other $923
	5000-5999: Services And Other Operating Expenditures Other $11,000	5000-5999: Services And Other Operating Expenditures Other $104,716
	1000-1999: Certificated Personnel Salaries Title IV $107,628	1000-1999: Certificated Personnel Salaries Title IV $109,090
	3000-3999: Employee Benefits Title IV $29,328	3000-3999: Employee Benefits Title IV $28,774
	5000-5999: Services And Other Operating Expenditures Title IV $180,000	5000-5999: Services And Other Operating Expenditures Title IV $197,817
	2000-2999: Classified Personnel Salaries Special Education $207,541	
		2000-2999: Classified Personnel Salaries Title I $34,577
		5000-5999: Services And Other Operating Expenditures Other $51,428
		4000-4999: Books And Supplies Other $33,711
		2000-2999: Classified Personnel Salaries Other $366

Goal Analysis

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

Overall, the actions and services as indicated in the LCAP were implemented. Due to school closure, some of the service contracts were not able to be implemented in the last half of the year resulting in some savings. Staffing costs were lower in some areas, but offset by increases in other areas to support students.

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

COVID-19 impacted a variety of actions or services during the second half of the 2019-2020 school year. Overall, the actual outcomes for Goal 3 indicate successful implementation with 6 of 12 indicators met, 1 not met, and 5 that were unable to completed due to COVID-19. Analysis of outcomes was significantly impacted by the closure of schools during the spring of 2020.

Successes:
The 2019-2020 school year started with a focus on providing more opportunities for enrichment and remediation. Staffing support was provided to facilitate Students Support Services implementing and monitoring the increased programs. Student enrollment in music showed an increase for the year over previous years and students enrolled in G230 met or exceed the graduation goal. Student participation in Gallo performances and Outdoor Education started strong but were eventually impacted by school closure. Credit recovery opportunities at the 7-12 grades was increased to offer more remediation opportunity for students. Rigorous Intervention for Student Excellence (RISE) was implemented after school for students in grades K-6. ASES enrollment at the K-6 level exceeded projections for the year.

Challenges:
School closure significantly impacted the ability to measure students progress. All End-of-Year testing was suspended. No results were able to be analyzed for any State testing nor most local measures. Both Gallo and Outdoor Ed participation were cancelled for students who had been scheduled to attend during the second half of the year. Summer school remediation and enrichment opportunities were impacted. With no in-person classes, all learning opportunities had to be offered virtually. The district had to quickly develop remediation courses and enrichment classes for students that would normally have been offered at a school site to now be offered virtually.

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
Action 1A: Safety Measures for Re-Opening Including: plexiglass, safety partitions, HVAC filters, additional school buses, additional desks, preparation of campuses, PPE, and staff time to prepare sites. Staff including: Nurses and Health Clerks.	$4,794,528	$8,156,541	No
Action 1B: Supports for English Learners, Foster Youth, Homeless Youth and Students with Special Needs. Including: Foster Youth Specialist, EL student progress monitoring, refugee assistance, Language Institute Staff, Dual Language Academy, Bridge classes, additional counselors, student support services staff.	$5,231,332	$4,114,901	Yes
Action 1C: Learning Loss These actions are addressed in Actions 3A and 3B	See Actions 3A and 3B	In 3A and 3B	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.

Additional safety measures were implemented to align with the State required District re-opening plan.

Analysis of In-Person Instructional Offerings

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

In early July 2020 a decision was made in our county to open all schools in a distance learning environment. With the county continually in the Red Tier, the ability to open schools for In-Person Instruction was limited by the guidance from the California Department of Public Health (CDPH), county health officials, and guidance related to reopening school campuses from the California Department of Education and the governor's office.

The top priority for being able to offer In-Person Instruction was safety. Modesto City Schools evaluated all classrooms and school sites as well as district offices to determine the needed safety measures. Safety measures included: installation of plexiglass and safety partitions; distance and directionality of desks and workstations; having Health and Safety stations with disinfectant, hand sanitizer, gloves, and masks; posters related to safety measures such as proper handwashing and social distancing; and directional arrows for path of travel so that students do not cross each other in hallways and common paths of travel.

While developing and seeking approval of the TK-6 Waiver to reopen schools, MCS initiated Learning Hubs at all sites, following the established guidance, to provide academic support to specifically identified students who needed additional support in the distance learning structure. Cohorts sizes were limited to 14 students with no more than 2 support staff. The programs followed the guidelines as noted in the Framework for Re-opening for In-Person Learning, Day Camps, and Child Care Programs. The program was successful in bringing small groups of students back on campus and demonstrated the safety guidelines could be followed by students and staff. MCS was able to offer over 80 Learning Hubs to support students during distance learning.

In October 2020, the MCS Board of Education approved submitting a waiver to the county and state to be able to re-open TK-6 sites for In-Person. The waiver was approved for MCS to reopen in a hybrid model – a schedule that accommodated a limited number of students on campus at a given time. On November 16, 2020, the first group of students in grades TK-2 returned on an A/B schedule. Cohort A attended in-person on Monday and Tuesday and had distance learning Wednesday, Thursday, and Friday. Cohort B attended in-person on Thursday and Friday and had distance learning on Monday, Tuesday, and Wednesday. With the hybrid model, teachers taught students synchronously whether in-person or distance learning. Students in grades 3-6 returned to in-person instruction following the A/B hybrid model on November 30, 2020. All families continued to have the option to remain in a distance learning model.

Grades 7-12 were not allowed to return to in-person learning via the waiver process. Students at these grade levels who needed additional support with their distance learning were supported through the expansion of the Learning Hubs and also the return of students with disabilities to small groups that followed the Learning Hub protocols.

With the decreasing number of positive cases in the county and with updated guidance from the CDC and state, In-person Learning was modified at the TK-6 level in March 2021 to move to a single cohort and suspend the A/B cohorts. Students were now allowed to come four days per week, with Wednesday remaining a distance learning day for all TK-6 students. Additionally, on March 29, 2021,

students in grades 7-12 were allowed to return for In-person Learning following the A/B cohort model initially used at the TK-6 level. For all families, the option to continue in a distance only platform was available.

Modesto City Schools worked collaboratively with our stakeholders and bargaining units, holding regular and frequent discussions, to facilitate the return of students to in-person instruction in a safe manner. Safety for students, staff, and families was paramount for the reopening plan. The success of the district in offering in-person instruction is reflected in the efforts of these parties and the collaborative plan for a safe reopening.

Offering in-person instruction offered a variety of challenges. Safety was priority 1, but that took thoughtful planning and hard work, especially on the part of the maintenance and operations department and the health services department. All sites had extensive work that had to be completed prior to any students being able to return. Procurement was at times challenging due to production shortages and the volume of the orders needed. Plexiglass shields had to be installed on every student and teacher desk – well over 30,000! COVID-19 testing had to be coordinated and results processed. A district tracing team had to be established (and hired) to facilitate the safe return of students and staff. Serving students meals, both in-person and distance learning, had to be coordinated so that students had breakfast and lunch each day. All of these challenges were able to be overcome, and the district was able to offer all students the opportunity for in-person instruction prior to the end of the 2020-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 2A: Devices and Connectivity Including infrastructure for technology, technological staff, devices, staff to support internet connectivity, hot spots, LTE Internet Access System.	$21,306,625	$19,280,117	Yes
Action 2B Supports for English Learners, Foster Youth, Homeless Youth and Students with Special Needs (Funded in 1B)	See Action 1B	$0	Yes
Action 2C: Instructional supports for Distance Learning and MVA Software licenses, technology coordinator, full day kinder with paras, student packets, PE supports, virtual labs, theatre digital scripts, K-6 Music software, student supplies, MVA curriculum and classified staff, MVA workstations, remote teacher access to students, library services. Distance learning curriculum support: Curriculum Coordinators are funded in Action 2D	$14,354,681	$5,967,980	Yes
Action 2D: Professional Development in DL Lesson planning, professional development, curriculum coordinators, instructional coaches, site leadership teams, mics for PD.	$10,664,496	$12,739,642	Yes

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

Funding was allocated for multi-year distance learning supports and software contracts. The amounts allocated from ESSER funding will continue to be utilized over the subsequent years to support families who elect to continue distance learning through an independent study program.

Analysis of the Distance Learning Program

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

Modesto City Schools opened on August 10, 2021, through Distance Learning (DL) due to the current health conditions in the county. MCS worked closely with key stakeholders to develop the Distance Learning program and the Modesto Virtual Academy (MVA) program. MCS extended the Independent Study Program via the Modesto Virtual Academy. Families had the opportunity to request their student(s) participate exclusively online through the MVA or stay in the traditional setting which could be offered via distance learning or in-person instruction as determined by the guidance of the Stanislaus County Health Services. Classroom teachers, including those in MVA, taught in the distance learning environment from their school sites. Teachers that had a qualifying reason (determined through the Human Resources interactive process) were able to work remotely from home. All efforts were made to ensure that teachers could provide full access to the curriculum with all the resources and materials as they would in an in-person setting.

District and school site offices were open with access to the public by appointment. Schools set up outdoor areas, following the established safety measures, to assist parents and students with technical and other questions. Sites coordinated the distribution of student devices and school supplies for all students.

Continuity of Instruction
The focus of the beginning of the year professional development was on the "right driver" pedagogy – what the Gradual Release of Responsibility Model looks like during Distance Learning. Teachers focused on this during their first few weeks of instruction along with launching the instructional settings. Via Schoology, staff had access to grade and content-specific resources including: templates and resources, routines and procedures, building relationships, diagnostic assessments, and parent communication. Instructional coaches supported with model lessons as well as co-planning and co-teaching with teachers. Additional supports were provided to teachers through self-paced learning opportunities to help with their facilitation of lessons in a DL environment and to support active engagement.

I) Distance Learning
The DL curriculum continued to be our California standards-based curriculum, the same used for classroom in-person instruction adopted by the Modesto City Schools Board. Students had daily interaction with teachers through a virtual platform at specific times.

Attendance was mandatory for both students and teachers. The classes were taught through virtual direct instruction. Students in specialized programs such as the Fremont Open Plan, GATE, Dual Language Academy, and IB program continued to receive the specialized programs and engage with the teachers and curriculum designed for these programs. The learning platforms focused on Schoology, Microsoft Teams, and PowerSchool. MCS enhanced the portal to offer organized access to the applications with the MCS App portal having a single sign-on for ease of use.

A) TK-6 Distance Learning
All TK-6 school sites were on the same schedule. Students received instruction through direct instruction (DI) and through asynchronous instruction and assignments. The schedule included the following elements: morning meetings for 5-15 minutes, DI minimums by grade span – TK-K 90 minutes; 1st-3rd 115 minutes; 4th-6th 120 minutes. Asynchronous activities and instruction were provided to ensure students received the required instruction per SB 98. Daily instructional schedules were set for each grade span that included time for ELA, Math, Language & Writing, Individual work, PE, enrichment, music, teacher check-ins, digital breaks, and a 1-hour lunch. The schedules included time for teachers to conduct small group and individual group instruction, assessments, attend IEP meetings, and attend collaboration time.

English Learners (Newcomers, LTELs, RFEPs) TK-6: All English Learners followed the same instructional schedule. During the language and writing portion of the schedule, all English Learners received designated language instruction using the district-adopted curriculum – Wonders. Additionally, the teacher could hold small group instruction for English Learners needing additional support.

A1) Hybrid Learning Model TK-6
With the re-opening of school sites for in-person learning, MCS initiated a Hybrid Learning Model. Students attending in-person instruction were on-site two days per week and had DL for three days per week. Families were provided the opportunity to continue completely in a DL model or to send their students to campus. Teachers provided synchronous instruction to in-person and DL students. The daily schedule was modified at each site to meet the safety guidelines, but the number of instructional minutes did not change. Attendance for students and staff was mandatory.

Professional development was offered to support staff in moving to the Hybrid Learning Model. Various videos were created by our IETS and CIPD departments to increase the level of comfort for teachers providing lessons in an asynchronous setting. Additional technology was provided to teachers to assist in monitoring student engagement and lesson delivery.

B) 7-12 Distance Learning
Students in grades 7-12 participated in their scheduled classes, each class was 80 minutes in length, with the minimum of direction instruction being established at 30 minutes per class. Support was able to be provided during the additional class period, i.e. individual or small group. Schedules were set on a block schedule with periods 0, 1, 2, and 3 on Monday/Thursday and periods 8, 4/5, 6, and 7 on Tuesday/Friday. All periods were scheduled for Wednesday for support and check-in. Teacher collaboration was held on Wednesday with a shorter collaboration schedule. ESS courses were offered either Monday/Wednesday or Tuesday/Thursday after school.
English Learners (Newcomers, LTELs, RFEPs) 7-12: All English Learners follow the same instructional schedule. All English Learners

received designated language instruction during their designated ELD period; teachers use the district-adopted curriculum – Edge. The newcomer coordinator provided support to students and their families throughout the school year.

B1) Hybrid Learning Model 7-12
With the re-opening of school sites for in-person learning, MCS initiated a Hybrid Learning Model. Students attending in-person instruction were on-site two days per week and had DL for three days per week. Families were provided the opportunity to continue completely in a DL model or to send their students to campus. Teachers provided synchronous instruction to in-person and DL students. The daily schedule was modified at each site to meet the safety guidelines, but the number of instructional minutes did not change. Attendance for students and staff was mandatory.

Professional development was offered to support staff in moving to the Hybrid Learning Model. Various videos were created by our IETS and CIPD departments to increase the level of comfort for teachers providing lessons in an asynchronous setting. Additional technology was provided to teachers to assist in monitoring student engagement and lesson delivery.

C) Early Childhood Education
All site-based ECE programs began the year in distance learning due to COVID-19. Students had the opportunity to interact with their teachers daily through virtual circle time/class meetings. Teachers also scheduled individual meetings with their students at least twice per week. Continued learning packets were distributed each month and developmentally appropriate activities were provided on the ECE website for all ECE students and families.

D) Adult Education
Adult Education offerings using distance learning were provided for our Adult Secondary Education classes. The Florida Virtual School curriculum was used for the Adult Basic Education classes and the Burlington English curriculum was used for the English Language Acquisition classes. Both are online curriculum.

II) Modesto Virtual Academy TK-12
Parents in Modesto City Schools were provided the opportunity to have their student(s) participate in the Modesto Virtual Academy, an independent study program. MCS expanded the program to include grades TK-12. The district developed guides to assist parents to understand the difference between MVA and Distance Learning. Interested parents were contacted by a school administrator and offered information about MVA and the degree of parental and teacher involvement. The parent and student worked through the curriculum together and then met with the teacher once a week for an hour. The teacher reviewed the work to determine completeness during the mandatory meeting.

The curriculum for MVA is a California standards-based, online designed curriculum purchased through Florida Virtual School, approved by the Modesto City Schools Board. MCS teachers facilitated the learning process through once-a-week meetings. Students received their assignments during the weekly meeting (usually held virtually). Students were expected to complete the assignments prior to the next week's meeting. MVA students continued to be identified as a student at their home school site assigned to an independent study model. The program was available for all students, but it was designed for a student that is an independent and

motivated learner. Parent involvement was crucial to the success of the student. Parents were able to explore the option of switching their student(s) to distance learning (or in-person when schools re-opened) at the trimester (grades TK-6) or semester (grades 7-8). Moving to MVA was not an option once the distance or in-person option was selected.

Increasing the number of students participating in MVA was a challenge that was successfully met by the district. MCS teachers were recruited to teach in the MVA model. Professional development and coaching focused on the processes for engaging and monitoring students in the independent study model of MVA.

The MCS Dashboard provided information on student logins and active participation in all programs. District and site staff were able to monitor student activity or non-activity and quickly address any trends that appeared. Additionally, the Dashboard provided information regarding parent logins that helped direct outreach programs to assist with engagement and successful implementation of the Distance Learning model.

Access to Devices and Connectivity
All TK-12th grade students in Modesto City Schools received a device in the 2019-2020 school year. All new students to MCS or new to the MVA program received a device to ensure full access to distance learning by the first day of school. Two weeks prior to the start of the 2020-21 school year, for any student that did not have a district-issued device, arrangements were made for him/her to pick the device up at the school of residence. Information and Education Technology Services (IETS) provided technical support to the sites and set up a support hotline to assist students/parents.

To ensure WiFi availability for all students, families that received devices also received a packet during distribution that included information on low-cost or free internet access options. When parents called for assistance, MCS staff engaged in a 3-step process to determine carrier access coverage based on location. Our local internet providers had free and low-income options for families. To ensure that special populations, such as homeless students and English Learners, had WiFi, school sites reached out via phone to each student's family. As needed, families were issued hot spots to provide WiFi access. Additionally, IETS set up WiFi access points in the parking lots of designated schools to support families having access concerns.

To ensure access and a safe online experience, MCS improved security systems with a new secure file sharing tool. Additional investments were made to significantly improve the MCS Help Desk System. In addition to the main service center, IETS also set up satellite support centers at select school sites around the district to which any student/parent could go to get "drive-up" technical assistance/support.

Significant improvements were made to Microsoft Teams to ensure that all the tools needed for effective remote meetings and teaching were available. Through Real-Time EdTech Management, staff and school leaders were able to monitor how individual students or an entire class was using the internet, apps, and Ed Tech licenses in real-time. Teachers were able to turn the internet on/off, set usage rules, and even push websites out to student devices

Students with Disabilities: All PK-12, as well as adult students with disabilities, were provided a 1:1 device in order to access their distance learning model for the 2020-21 school year. In addition, students with more severe cognitive impairments were provided with

a digital access card to support their ability to log into their device without the ongoing requirement to remember a username and password.

English Learners (Newcomers, LTELs, RFEPs): All English Learners have a 1:1 device in order to access the distance learning model or to access their MVA curriculum. If parents/students needed additional computer support, home visits were made. The English Learner department assisted parents of English Learners to accommodate their work schedule and/or access the internet from their work location.

Pupil Participation and Progress
For the 2020-2021 school year, SB 98 provided direction to LEAs on the minimum number of instructional days per school year, set forth under the Education Code and certain regulations. However, SB 98 modified the instructional minute requirements, imposing minimum instructional minutes by grade level ranging from 180 minutes for kindergarten, 230 minutes for grades one through three, and 240 minutes for grades four through twelve. Additional guidance was provided around in-person and distance learning instruction and what met the requirement of an instructional day that could be counted toward the required minimum number of instructional days. MCS designed instructional programming that extended beyond the SB 98 minimum requirements. During distance learning, students attended courses following the approved class schedules for each grade span. Teachers provided synchronous instruction to students via Schoology or Microsoft Teams as well as small group and independent practice.

Student attendance and participation were monitored through the MCS Dashboard. Students were able to be monitored for daily participation by their logon to the Schoology learning platform. Administrators and teachers could look at their individual students and classes for active participation and engagement. An area of success was the average daily attendance rate, whether in distance learning or in-person instruction has increased slightly over the prior year attendance. Active engagement measures show over 85% of students actively engaged each day. Additionally, teachers monitored student progress on assignments and through formative and benchmark assessments.

Students in grades K-3 were progress monitored using DIBELS 8. Assessments were administered at the Beginning (BOY), Middle (MOY), and End-of-Year (EOY). Students identified as needing additional assistance were recommended for intervention and support. Curricular Benchmarks and Interim Assessment Blocks (IABs) were administered following the district assessment timeline and were used to monitor progress in grades 3-11 for English Language Arts and Mathematics.

MVA Students: As an independent study program, work completion was used to measure progress and mastery of concepts. Teachers utilized weekly pacing to help keep students on track. The instructional program has built-in assessments. Some students have had challenges maintaining progress when working independently. The teachers and administrators met with the parents and the student to explore assistance opportunities. All meetings and work completion were part of the Class Attendance Audit completed by the teacher on a weekly basis. Struggling students were provided the opportunity to move to either distance learning or in-person learning (if applicable) at the beginning of each trimester (TK-6) or semester (7-12).

Students with Disabilities: Progress in core content and IEP goals were monitored through the instructional minutes and related

service time provided by teachers and service providers. A variety of methodology, including the use of formative and benchmark assessments, trial and observation data, as well as consultation with the parents, were utilized. Participation was tracked through the same measurements as general education. Students in grades K-6 receiving resource or mild/moderate services were progress monitored in literacy development using DIBELS 8 in addition to the checkpoints within the SRA Corrective Reading and Reading Mastery Curriculum. Teachers maintained accurate records for student attendance and progress.

English Learners: Participation was monitored through the same measurements as general education. Formative and Benchmark Assessments, teacher observations, and daily work were used to monitor progress in core content classes. DIBELS 8 was used for progress monitoring the language and literacy development of students in grades K-6 receiving designated ELD. Teachers monitored students utilizing a variety of checks for understanding and engaging instructional strategies. The district assessment timeline was followed for all benchmark and interim assessments.

Distance Learning Professional Development
COVID-19 presented the challenge of transitioning professional development from in-person to a virtual setting for all staff. With the move to distance learning, MCS launched rigorous professional development opportunities for staff over the summer between the 2019-2020 and the 2020-2021 school years. During the summer of 2020, over 2900 hours of self-paced PD were offered to teachers and staff on topics related to technology and effective practices in the distance learning environment. The week prior to the start of the school year additional PD was offered to teachers via virtual platforms, both directed and self-paced. PD was a continual focus throughout the year as MCS adjusted the changing guidance related to distance and in-person learning.

Collaboration between the IETS department and the CIPD department resulted in the creation of over 300 videos to support teachers as they learned to teach in a distance learning environment and then adjusted again to the hybrid learning model and synchronous instruction of both in-person and distance learning students. TK-12 teacher supports included coaching, curriculum pacing templates, edTech recommendations, coaching office hours, content newsletters, the "Swun" Math specific PD, and identified professional development. Embedded content area coaches and instructional coaches provide new teachers with support. Highlights of professional development included:
- Self-paced professional development modules for both certificated and classified staff made available through the district PD catalog.
- Virtual/individualized PD with content coordinators and instructional coaches.
- Hybrid Model professional development, including video demonstrations, focused on content delivery and student engagement.
- Model lesson design, co-planning, and co-teaching opportunities for teachers.
- Virtual Resource Centers (through Schoology) for teachers and support staff to access as needed.
- Equity training for administrators, teachers, and staff to support students.

Specialized training and professional development opportunities were offered to support staff working with students in specialized programs or populations. MVA teachers were provided professional development in the Florida Virtual Academy curriculum, as well as professional development in the independent study accountability requirements and how to support students in this instructional

setting. Teachers and service providers for students with disabilities were able to access the professional development for general education teachers as well as specialized trainings focused on specific practices to support students, especially in a distance learning environment. ELD teachers were provided the opportunity to participate in LTRS training to support instruction for English Learners.

Professional development participation was a success. Over 11,000 self-paced courses were completed in addition to over 4,000 live webinar trainings and almost 2,900 EdTech Live webinars. CIPD/IETS create 36 new self-paced training modules, offered 46 unique EdTech courses, created over 330 how-to videos with over 380K in views (almost 19K in watch hours!), and produced/distributed 9 Bits and Bytes EdTech eNewsletters with over 4,300 views.

Staff Roles and Responsibilities
Modesto City Schools' collaborative and ongoing dialogue with the Modesto Teachers Association (MTA) and the California School Employees Association (CSEA) allowed for the district to quickly pivot to meet the continually changing guidance related to instruction and the reopening of schools. The Memorandums of Understanding (MOUs) and Letter of Agreements (LOAs) with bargain unit partners allowed for the reassignment and/or assignment of alternative duties. The MOUs and LOAs also provided direction to staff on their various responsibilities in the distance learning environment and upon the re-opening for in-person instruction.

The teaching staff was responsible to provide direct instruction on a daily basis following the established schedules. Student attendance tracking and progress monitoring were mandatory, as was teacher attendance. Health and safety protocols were followed by all staff and modeled for students. The MCS COVID-19 Taskforce, which was a cross-disciplinary team, was assembled to triage COVID-19 reporting by staff related to positive tests or potential exposure situations.

Modesto City Schools was successful in supporting our students due to the dedication and flexibility of our staff. All staff, both certificated and classified, worked to provide a safe, supportive environment for students. The challenge of a continually changing situation was met with resolve to succeed. Some of the highlights included:
- Expanding MVA with the addition of 31 teachers transitioning from the regular classroom setting.
- Classified staff (yard duty, bus drivers, etc.) providing supervision and support for Learning Hubs to support Distance Learning.
- Nutrition Services staff transitioning from cafeteria-based food distribution to food distribution at satellite locations.
- Bilingual staff from various departments/sites supporting a Hotline for families needing assistance.
- Implementation of new attendance and engagement reporting at the school sites
MCS staff were able to continually adjust/adapt to support the needs of the students, families, and staff.

Support of Pupils with Unique Needs

Foster and Homeless Youth:
Foster and Homeless Youth have both academic needs and needs related to basic resources such as food, clothing, and housing. Social-emotional support, computer device distribution, and materials distribution were supports provided by MCS to these students. Foster and Homeless Youth received additional support and assistance through the Foster Youth Specialist and the Homeless

Coordinator. Part of their work was determining the additional assistance needed either by the entire group or unique to each student/family.

The Foster Youth Specialist and the Homeless Coordinator worked to provided additional supports to students during distance learning which included: (a) increased communication and check-in with the students, families, and caregivers by phone, email, or other methods, (b) ensured the students' school of origin was maintained even if the placement changed to another school or district's area of attendance, (c) ensuring students knew how to engage in distance learning including providing students with additional resources and support with technology and District applications, (d) increased communication on available social-emotional resources, (e) ensuring students and families were aware of the District's meal pick-up locations, and (f) informing students and families of the tutoring opportunities available from the District and through the Stanislaus County Office of Education (SCOE) Foster Youth Services Program.

Foster Youth Challenges:
- Stanislaus County lacking resources for family options in the county which often results in students being placed outside the area.
- Transportation options were limited for students to travel to a school for support. MCS provided 9-12 students with bus passes.
- Foster youth struggled with engagement and social connections during distance learning.

Homeless Youth Challenges:
- Difficulty in locating students due to continual movement.
- Stable internet connections. MCS provided Hotspot devices as needed.

English Learners:
Distance learning impacted the language development of English Learners due to the reduced social interactions and opportunities to engage in language use. MCS worked to support English Learners through professional development on effective engagement strategies in a distance learning environment and the creation of time in the week for small group and individualized instruction. All grade levels used the Board-approved ELD curriculum to provide designated instruction as required by SB 98. Newcomer students in grades 9-12 had two additional classes to ensure that language and content were acquired. Integration of ELD through all content areas was a focus for professional development offered by the district.

To support English Learners, Bilingual Community Aides supported families needing assistance and provided increased communication with the families. Sites reached out to English Learners to support student engagement and attendance. English Learner students were prioritized for the Learning Hubs and provided Hotspots, as needed, to assist with the ability to access instruction. Extend Summer School and Summer School classes specifically for English Learners were offered.

Students with Disabilities:

Classroom teachers and service providers provided service through a variety of media in the Distance Learning and In-person model, including digital platforms adopted by the District, teleconferences, and consultation with students, staff, and families. Additionally, teachers and support staff were able to present lessons in whole group, small group, and individual settings through the use of technology, as necessary. Efforts have been made to ensure that students had access in their home environments to the supports needed in accessing their instruction. This included task boxes, manipulatives, vocabulary cards, visual supports, AAC devices, modified/accommodated supports, and curriculum appropriate to a student's specific needs. Teachers were able to provide access to the curriculum, support students in accessing the core curriculum and provide instruction using resources to support students in their current setting.

Teachers followed the same work schedule as the general education schedule. Services by itinerant-specific staff were provided via virtual setting, where possible. Assessments for IEPs were conducted in a 1:1 setting following all established safety protocols. Students have access to the required curriculum as well as tactile learning supports provided through the needs-specific task boxes to ensure access to IEP goals and objectives. Resource teachers and other providers worked collaboratively with the general education teacher to provide access through appropriate modifications and accommodations the student may require per their IEP.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 3A Addressing Learning Loss RISE: Rigorous Intervention for Student Excellence, intervention centers, credit recovery, remediation programs, MTSS, counselors for G230 Academy and for Elliott, AVID Excel, Freshman Seminar, EL Summer School.	$ 8,533,777	$10,743,298	Yes
Action 3B Supports for English Learners, Foster Youth, Homeless Youth and Students with Special Needs (Funded in 1B)	See Action 1B	$0	Yes
Action 3C Assessing Learning Loss Assessments: benchmark, formatives, baseline	$ 255,297	$155,297	Yes

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

Remediation, intervention and enrichment programs were implemented for all students through offering summer programs at all sites.

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.

COVID-19 presented several challenges to students and Pupil Learning Loss. MCS implemented various strategies to address the challenges. Diagnostic assessments were administered to all students in core content areas to determine learning loss. The diagnostic testing data was used by teachers to drive formative instruction and measure gains/losses during school shutdown.

Teachers monitored student progress and facilitated small group work and intervention as needed. At MTSS sites, the MTSS Coaches identified students in need of intervention and coordinated intervention services for those students.

The MCS Student Success Team (SST) process continued in a distance learning format. Incomplete SSTs from 20219-20 were reviewed and updated as needed. Throughout the year, SST meetings were held in a virtual format to address the concerns of struggling students at all levels.

MCS recognized that all students were affected by school closure and the move to a distance-learning format. Students with Disabilities, Homeless and Foster Youth, and English Learner students faced potentially even greater challenges related to learning loss due to the move to distance learning. Various strategies were used to identify and mitigate, where possible, the learning loss experienced by these students.

Students with Disabilities: The District developed additional supports for students with disabilities to be offered after school hours when distance learning concluded. IEP teams met to discuss potential learning loss and to determine additional supports, services, and aids that might be required. Students with disabilities were prioritized for return to in-person instruction. Additionally, sites created Learning Hubs specifically for these students to bring them back to the site for additional support during their distance learning time.

Homeless and Foster Youth: Trauma-informed practices were used to support foster and homeless students. Teachers and staff were provided with trauma-informed professional development. School supplies and materials were provided to families in need, as were internet hotspots for youth lacking a stable internet connection. The Foster Youth Specialist and the Homeless Coordinator provided outreach and assistance to students who might be struggling with the distance learning environment or needed social-emotional support. Students were provided makeup opportunities and the opportunity to attend Extended Summer School and Summer School. Students were prioritized for returning to the site when Learning Hubs opened.

English Learner: Teachers monitored students and language development during designated ELD and during small group instruction for English Language Arts. Teachers built in time to provide additional support and assistance in small groups and referred students for additional interventions both during and after school.

Additional Supports:

MCS offered an after-school learning program called RISE: Rigorous Intervention for Student Excellence. The program provided targeted academic intervention for students in grades 1-6 who were identified as needing extra help in language arts. RISE was offered through a distance learning model to small groups (6 students) twice per week. Teachers were able to assist multiple groups during specifically scheduled sessions. In addition to RISE, students in grades K-8 were able to participate in after-school online tutoring four days per week on a drop-in basis. The program was promoted via social media, the district website, and through Schoology. For the students who logged on for assistance, the program was very successful. Unfortunately, the number of students participating was relatively low.

Extended Summer School (ESS) was expanded at grades 7-12. Sites increased the number of staff available to teach courses and were able to serve 50% more students than in previous years. In addition, 0 and 8th period optional classes were added to offer students greater flexibility and promote credit recovery/remediation.

Remediation opportunities were offered by sites during both Winter and Spring Intersessions. Students had the opportunity to improve grades, recover credits, or participate in wellness activities. The biggest challenge was finding enough teachers to meet the needs of the students wanting to participate. For the summer, sites will provide site-based summer school, instead of a consolidated model typically used. Sites will be able to provide academic support, intervention, and enrichment to engage students and to address learning loss.

In partnership with Modesto Junior College, partnered online tutoring was provided to students in grades 3-12 that were identified as at-risk due to lack of classroom attendance, failing grades, poor academic skills, and/or behavioral concerns. Students were recommended by teachers and administrators. Local community college students tutored/mentored the students using the Schoology platform. In addition, an extension program was created that focused on seniors at Title I school sites. The challenge was getting the program up and running, which did not occur until the final quarter of the year.

MCS established an assessment calendar for TK-6, 7-8, and 9-12. The new internal MCS Dashboard (MODD) provided enhanced student tracking in the district adopted Learning Management System, Schoology. District and school staff were able to drill through various levels of data and Key Performance Indicators (KPI) for evaluating online attendance, discipline, and distance learning engagement. Additionally, an internal counselor dashboard was created to assist in monitoring performance indicators such as A-G enrollment, CTE, and college coursework credit. All of these programs assisted in monitoring students with relation to learning loss and academic/grade-level progress.

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.

It has been imperative that we use staff to support student needs during the COVID-19 pandemic. Teacher and counselor understanding and empathy have been critical to supporting students whose trauma experiences have been magnified. We have an "all hands on deck" approach to tier 2 and tier 3 interventions. The District has developed and made available social-emotional resources for both students and staff. These are housed on the District website as well as within the District's Distance Learning Management System – Schoology. The district maintains a social-emotional hotline for students and families. The hotline is manned by counselors who can assist students in need. Support resources are provided based on each student's unique needs.

We continued our partnership with the Center for Human Services (CHS) with providers and information provided to all school sites. The shift to distance learning supports maximizing usage of the Student Assistance Specialist (SAS) to provide short-term, individual counseling as well as small group counseling. The role of our clinicians continues to be in place to support students. CHS staff also assisted with increased communication through monthly newsletters, video workshops on social-emotional wellness topics for staff, students, and families.

Focusing on Children Under Stress (FOCUS) supports children exposed to violence and trauma through improved communication and collaboration between first responders (law enforcement, firefighters, emergency medical responders, etc.), schools, and community resources. When exposure to a traumatic incident occurs (i.e. domestic violence, child abuse, death in a family, witness to a crime, loss of home due to fire, etc.), the child's information is included in a FOCUS notification sent directly to the school district and the school of attendance. The FOCUS Notification alerts the school that this child may have been exposed to a traumatic incident and may exhibit or develop academic/behavioral problems. No specific details about the incident are given, but rather one simple request: To focus on the child and handle them with care. Appropriate personnel at the site are notified as deemed necessary.

Successes:
- Maintaining the contracted support providers through CHS and Stanislaus County Behavioral Health and Recovery Services to support students with social-emotional and mental health needs, as well as training and support for staff.
- Maintained Family Support Specialists at targeted sites to provide support to families to improve attendance and engagement.
- Students were surveyed three (3) times during the year to determine the level of student awareness of social-emotional supports available. The data indicated an increased awareness of available supports.
- Social-emotional supports for staff were regularly communicated including information about workshops, the Employee Assistance Program (EAP), the Stanislaus County Warmline, the Social-Emotional Support webpage on the District's site, and Social-Emotional Resources, including Adult Self Care, available on the District's Learning Management System – Schoology.
- Provided sites a template to use to help educate students and staff on social-emotional/mental health supports.

- Implemented the Social-Emotional Support hotline to support students and families with social-emotional needs (in English and Spanish).
- Piloted an 8th-grade to 9th-grade transition program to support struggling students as they prepare to enter high school. The program focused on goal setting, engagement, and academics.
- Created the MCS SEL Resources Website for Educators showcasing Educator Ideas, Ed Tech Tools, Training Resources, and MCS Teacher Showcases.
- Provided training for the final group (4 sites) of site leadership on Restorative Practices.

Challenges:
- Student engagement in social-emotional supports has been challenging while students are in a distance learning environment. The human element of close contact cannot be replicated through a video conference.

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.

MCS developed a protocol to implement with fidelity the California Department of Education and Modesto City Schools' requirements specific to attendance tracking in the Distance Learning (DL) environment, with adjustments made when students returned for in-person learning. MCS utilized a two-prong approach: attendance and participation/engagement.

Student Attendance
Teachers tracked attendance through PowerSchool. Teachers marked students absent when a student misses an entire instructional day (TK-6) or an entire class period (7-12). If a student logged in after being marked absent, the student was marked "tardy." In the DL environment, provided the student engaged at any point, the student was marked "present" or "tardy." With the return to in-person learning, students who were physically in a classroom were marked present with a different code than students who were present via distance learning. This helped account for on-campus students and ensured greater safety accountability if needed.

The attendance procedures acknowledge that in a DL environment a student may be late to class for reasons outside of their control (i.e. computer issues; lack of support at home; etc.). If a teacher felt a student was taking advantage of the attendance procedures, the teacher would first contact the parents and student to address the student's attendance and participation/engagement issues. If the issue was not resolved, the teacher would generate a referral for additional support. Referrals would be submitted through the MOSIS referral process. The site administration or support staff would contact the home and document supports and interventions provided.

MCS was successful in reaching an agreement with our classified bargain partner (CSEA) to allow classified staff to assist with other duties outside of their normal areas. This agreement facilitated the ability of support staff to supplement the number of home visits

and phone calls to support students who were not attending. Thousands of personal phone calls and hundreds of home visits were made to help facilitate student attendance. Additionally, classified staff were able to support students who were invited to attend the MCS Learning Hubs that were started to assist students who were struggling in the DL environment.

Student Participation/Engagement
MCS developed and implemented the Distance Learning Re-Engagement Plan for students. The plan outlined the steps to be taken to ensure adequate and timely intervention and support for students. This included contacting families, home visits, and support from various staff. Staff monitored attendance and engagement utilizing the plan.

MVA students were monitored for the percentage of assigned work being completed. Records of missed assignments and evaluation of student work were reviewed to determine if a student should continue participation in MVA. Referrals for academic support or counseling support were made, as needed.

Students with mild to moderate disabilities followed the same procedures as general education with the monitoring and recording of attendance. Home visits were made for students who missed more than three days of school. Case managers scheduled IEP meetings to discuss the requirements for school attendance and participation in distance learning. For students with moderate-severe disabilities that were unable to participate in Distance Learning, daily attendance was tracked by the special education teacher and support staff through contact logs.

English language learners, including newcomers, LTELs, and RFEPs followed the same procedures as general education regarding monitoring and tracking attendance. School sites contacted the family if a student missed more than three days of school. The newcomer coordinator also contacted families for newcomer students.

Recognizing that many students were struggling to successfully engage in the Distance Learning environment, MCS initiated a variety of supports. Learning Hubs were held at all sites to assist struggling students in a more structured environment while completing their DL lessons. At the 7-12 level, these hubs continued until the return to in-person learning in the hybrid model in April. Additionally, an online tutoring program was initiated at the high school level utilizing teachers and peer tutors. Online tutoring was offered for K-8 students at-risk due to poor attendance, failing grades, poor academic skills, and/or behavioral concerns. Local community college students tutored students either in small groups or one-to-one.

Parent/Family Engagement
Recognizing the importance of parents and family, MCS provided a variety of resources, training, and outreach. In addition to numerous phone calls and home visits, the district and sites provided virtual training and meetings to engage parents. Virtual training included: literacy training to help parents work with their students to improve literacy skills; training on how to use the core applications that students were using to access/engage in their distance learning; and site support for various resources available to parents. Virtual meetings were also held to support the overall well-being of our families on mental health topics such as suicide prevention,

depression, anxiety, self-care, and coping skills. Community forums were hosted that focused on topics such as immigration, career planning, financial aid, and higher education.

Virtual versus in-person events were a challenge to overcome, but MCS was successful in working through this challenge presented by COVID-19. DELAC had at least 16 representatives at each scheduled meeting which was on par with in-person attendance. EL Parent Community Meetings say 95 participants for the two meetings with specific information related to English learners. Sites hosted virtual Back-to-School and Open House nights as well as new student orientations – all virtually.

District and site communication were altered to all digital or voice communication. The district social media accounts provided a variety of information to the community. Additionally, sites posted messages on their Schoology pages for both students and parents related to upcoming events or "how-to" videos to support engagement.

Analysis of School Nutrition

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

All sites in Modesto City Schools participate in the Community Eligibility Program (CEP), this program provided meals free of charge to all students. During Distance Learning, MCS provided curbside meal pickup locations at 20 sites. All curbside meal locations were open for pick-up between 10:35 a.m. – 12:30 p.m. Student daily schedules were adjusted to extend the lunchtime to 1 hour to provide ample time for pick-up. Students enrolled at Modesto City Schools, regardless of the school they are enrolled in, could pick up meals at any of these locations. To ensure safe access to meals, weekly meal bundles were prepackaged for distribution at the drive-thru, contactless pickup locations.

With the reopening of TK-6 school sites, meal distribution for the elementary sites was adjusted to accommodate for the in-person learning. Student meals were prepackaged/pre-plated for quick distribution by classroom cohorts. Students were spaced apart either in the cafeteria or outside on yoga mats to eat their meal. Concurrently, the drive-thru meal pickup program provided meals for students on their distance learning days. All students in grades TK-12 were able to have meals available to them for each day of school.

With the re-opening of the 7-12 sites for in-person learning, the meal distribution was again adjusted to accommodate students who were on campus, while continuing to provide meals for students in distance learning. In April, all sites were providing meals for both in-person learning and for students in distance learning.

MCS was very successful in providing meals to students during the 2020-21 school year. By April, over 4 million meals had been provided to MCS students through the MCS Nutrition Services Center either through drive-thru or on-site distribution. Coordinating and staffing the distribution of meals was a formidable challenge that was successfully met by the NSC administration and staff. In

addition to meeting the changing meal distribution challenge, supply chain disruption also had to be overcome. Due to COVID-19, normal supply chain processes were often interrupted due to closures, lack of product, and changes to safety requirements. Pre-packaged goods were in greater demand to help facilitate the ease and safety of distribution.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Action 4A: Community & Parent Outreach Increase parent engagement, district wide translator, typist clerk translators, community aide, Student Parent and Community office, communication plan.	$1,949,843	$1,914,748	Yes
Mental Health and Social and Emotional Well-Being	Action 4B: Mental Health & Social &Emotional Well-Being Positive Behavior Intervention and Supports (PBIS), Behavioral Coach, Behavioral Intervention Specialist, Center for Human Services.	$3,252,597	$2,851,792	Yes
Pupil Engagement and Outreach	Action 4C: Attendance Campus assistants, campus supervisors, attendance liaisons	$2,446,864	$3,465,165	Yes
School Nutrition	Action 4D: School Nutrition Additional funds to address the unique needs during COVID-19.	$1,591,857	2,000,000	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.

Additional outreach and home visits were necessary to follow-up on student engagement in Distance Learning and provide supports necessary to ensure student success.

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 2020-21 school year presented a variety of challenges for both in-person and distance learning. These challenges and the lessons learned provided guidance on the development of the goals and actions for the 2021-24 LCAP.

Safety has to be a priority. The ability to provide a safe environment for our students, staff, and families is critical to the well-being of our students and is directly linked to their success. Maintaining and improving our facilities to provide a welcoming environment is evident in LCAP goals 3 and 4.

Implementing distance learning was a challenge with the ability to provide the necessary technology and adapt instruction to a new environment. The transition to the hybrid model, followed by in-person instruction presented new learning. These lessons show the need for increased technology infrastructure and for professional development related to the use of technology to support student learning. This is reflected in the LCAP in goals 1, 2, and 4.

Social-emotional and mental health supports were essential for students and staff during the distance learning and in-person learning experiences. Students felt disconnected from school and the lack of social interaction that resulted due to not being on campus full-time. The actions in LCAP goal 1 specifically recognize the need to provide additional social-emotional supports to students.

Professional development for staff continues to be a focus of the LCAP based on the lessons learned from the 2020-21 school year. LCAP goal 2 targets the need to increase staff knowledge in providing quality instruction, especially for our underrepresented students, to support student achievement.

Distance learning and the return to in-person instruction reinforced the need to address the Strategic Goals within the LCAP. MCS worked collaboratively with various stakeholder groups to analyze and identify the areas of greatest need both prior to the pandemic and after. These are the focus of the 2021-24 LCAP.

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

COVID-19 presented several challenges to students and Pupil Learning Loss. MCS implemented various strategies to address the challenges. Diagnostic assessments were administered to all students in core content areas to determine learning loss. The diagnostic testing data was used by teachers to drive formative instruction and measure gains/losses during school shutdown. Teachers monitored student progress and facilitated small group work and intervention as needed. At MTSS sites, the MTSS Coaches identified students in need of intervention and coordinated intervention services for those students.

Recognizing the effects of COVID-19 on pupil learning loss, MCS has planned assessment of students in the following ways:

- Summative data will be gathered from the 2021 SBAC, ELPAC assessments
- Summative data will be gathered from internal benchmarks administered in the spring of 2021
- Diagnostic data will be gathered from the internal benchmarks
- Failing grades rates will be reviewed by course and content
- A-G rates will be reviewed
- Grades and assessments will be reviewed at all grading periods
- English Learner (EL) students status will be reviewed by groups: Newcomer, At-Risk, Long-Term English Learner (L-TEL), and Reclassified Fluent English Proficient (RFEP)
- Students with IEPs will be monitored

Using the data gathered from the list above, students will be identified to receive supplemental instruction and support through actions outlined in the LCAP.

The 2021-24 LCAP recognizes the challenges students are facing with the disruption of the regular learning environment. Students will have access to additional supports for remediation and credit recovery. Summer school opportunities have been increased for both remediation and enrichment to help students re-engage and move forward with their academic achievement. Extended summer school has been expanded and optional periods have been added at the junior high and high school levels to offer students greater flexibility and promote credit recovery/remediation. At the elementary level, RISE is being expanded to include math as well as ELA.

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

Overall, there was not any substantive difference between the actions and services identified as contributing towards meeting the increased or improved services and the actions and services implemented.

MCS recognized that all students were affected by school closure and the move to a distance-learning format. Students with Disabilities, Homeless and Foster Youth, and English Learner students faced potentially even greater challenges related to learning loss due to the move to distance learning. Various strategies were used to identify and mitigate, where possible, the learning loss experienced by these students.

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Students with Disabilities: The District developed additional supports for students with disabilities to be offered after school hours when distance learning concluded. IEP teams met to discuss potential learning loss and to determine additional supports, services, and aids that might be required. Students with disabilities were prioritized for return to in-person instruction. Additionally, sites created Learning Hubs specifically for these students to bring them back to the site for additional support during their distance learning time.

Homeless and Foster Youth: Trauma-informed practices were used to support foster and homeless students. Teachers and staff were provided with trauma-informed professional development. School supplies and materials were provided to families in need, as were internet hotspots for youth lacking a stable internet connection. The Foster Youth Specialist and the Homeless Coordinator provided outreach and assistance to students who might be struggling with the distance learning environment or needed social-emotional support. Students were provided makeup opportunities and the opportunity to attend Extended Summer School and Summer School. Students were prioritized for returning to the site when Learning Hubs opened.

English Learner: Teachers monitored students and language development during designated ELD and during small group instruction for English Language Arts. Teachers built in time to provide additional support and assistance in small groups and referred students for additional interventions both during and after school.

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.

For the 2019-20 LCAP, the analysis and reflection on student outcomes are dramatically impacted by the closure of schools and the ability to analyze student outcomes with a lack of reliable assessment data. Overall, the district met the majority of the goals outlined, when data was available. Students not being on campus reflected in lower suspension and discipline during the second half of the school year. However, the ability to compare academic achievement was almost impossible.

The move to distance learning followed by having a hybrid learning model helped engage more students during the 2020-21 school year. The ability to have some local data related to student performance indicated the need to offer a variety of increased opportunities for student remediation and credit recovery as part of the new LCAP plan. Additionally, the new LCAP recognizes the need to provide not only academic supports but also social-emotional supports for students. Consistently, the theme of social-emotional supports and learning has been voiced by stakeholders, especially teachers and students.

MCS continues to address the achievement gaps between different sub-groups. The pandemic affected all students but results for low-performing sub-groups on local assessments and measurements point to an even greater need to focus on programs and supports to address the needs of these groups and to all students.

The move to distance learning has amplified the need to increase 21st Century skills, such as computer literacy, and to increase the ability of staff to provide quality instruction through digital and in-person instruction. Continued staff development is critical to the success of students.

Student engagement is a focus of the new LCAP. Students need a variety of activities to stay engaged in school. Enrichment activities will increase in the LCAP plan to help engage all students and encourage higher levels of attendance.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

- 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

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	84,249,863.00	65,167,338.00
California Partnership Academies	91,989.00	380,129.00
LCFF	76,932,453.00	57,162,173.00
Lottery	37,435.00	13,146.00
Other	1,742,096.00	2,346,473.00
Special Education	1,480,530.00	1,251,408.00
Title I	3,021,685.00	2,464,533.00
Title II	0.00	593,295.00
Title III	379,301.00	350,524.00
Title IV	564,374.00	605,657.00
	564,374.00	605,657.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	84,249,863.00	65,167,338.00
0001-0999: Unrestricted: Locally Defined	0.00	296.00
1000-1999: Certificated Personnel Salaries	30,179,996.00	29,001,753.00
2000-2999: Classified Personnel Salaries	13,580,485.00	10,333,964.00
3000-3999: Employee Benefits	13,779,673.00	12,233,706.00
4000-4999: Books And Supplies	7,938,924.00	2,572,747.00
5000-5999: Services And Other Operating Expenditures	16,547,587.00	10,741,988.00
7000-7439: Other Outgo	2,223,198.00	282,884.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	84,249,863.00	65,167,338.00
0001-0999: Unrestricted: Locally Defined	Lottery	0.00	296.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	73,775.00	123,781.00
1000-1999: Certificated Personnel Salaries	LCFF	27,274,234.00	26,372,148.00
1000-1999: Certificated Personnel Salaries	Lottery	10,000.00	0.00
1000-1999: Certificated Personnel Salaries	Other	144,832.00	169,685.00
1000-1999: Certificated Personnel Salaries	Special Education	958,052.00	777,208.00
1000-1999: Certificated Personnel Salaries	Title I	1,281,029.00	919,788.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	319,602.00
1000-1999: Certificated Personnel Salaries	Title III	153,888.00	132,883.00
1000-1999: Certificated Personnel Salaries	Title IV	284,186.00	186,658.00
2000-2999: Classified Personnel Salaries	LCFF	12,228,166.00	9,196,533.00
2000-2999: Classified Personnel Salaries	Lottery	0.00	4,022.00
2000-2999: Classified Personnel Salaries	Other	608,334.00	603,330.00
2000-2999: Classified Personnel Salaries	Special Education	230,110.00	16,961.00
2000-2999: Classified Personnel Salaries	Title I	404,679.00	404,452.00
2000-2999: Classified Personnel Salaries	Title III	109,196.00	108,433.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	233.00
3000-3999: Employee Benefits	California Partnership Academies	18,214.00	25,437.00
3000-3999: Employee Benefits	LCFF	12,456,472.00	10,386,300.00
3000-3999: Employee Benefits	Lottery	2,035.00	428.00
3000-3999: Employee Benefits	Other	735,082.00	1,098,141.00
3000-3999: Employee Benefits	Special Education	45,787.00	189,767.00
3000-3999: Employee Benefits	Title I	365,678.00	327,384.00
3000-3999: Employee Benefits	Title II	0.00	58,468.00
3000-3999: Employee Benefits	Title III	116,217.00	101,204.00
3000-3999: Employee Benefits	Title IV	40,188.00	46,577.00
4000-4999: Books And Supplies	California Partnership Academies	0.00	99,781.00
4000-4999: Books And Supplies	LCFF	7,519,762.00	2,209,836.00
4000-4999: Books And Supplies	Other	217,568.00	182,337.00
4000-4999: Books And Supplies	Special Education	17,050.00	2,669.00
4000-4999: Books And Supplies	Title I	184,544.00	65,008.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
4000-4999: Books And Supplies	Title II	0.00	13,085.00
4000-4999: Books And Supplies	Title III	0.00	31.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies	0.00	110,665.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,230,621.00	8,734,937.00
5000-5999: Services And Other Operating Expenditures	Lottery	25,400.00	8,400.00
5000-5999: Services And Other Operating Expenditures	Other	36,280.00	292,980.00
5000-5999: Services And Other Operating Expenditures	Special Education	229,531.00	264,803.00
5000-5999: Services And Other Operating Expenditures	Title I	785,755.00	747,901.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	202,140.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	7,973.00
5000-5999: Services And Other Operating Expenditures	Title IV	240,000.00	372,189.00
7000-7439: Other Outgo	California Partnership Academies	0.00	20,465.00
7000-7439: Other Outgo	LCFF	2,223,198.00	262,419.00
		2,223,198.00	262,419.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	33,485,974.00	20,490,731.00
Goal 2	31,673,392.00	27,411,656.00
Goal 3	19,090,497.00	17,264,951.00

* 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	$10,025,860.00	$12,271,442.00
Distance Learning Program	$46,325,802.00	$37,987,739.00
Pupil Learning Loss	$8,789,074.00	$10,898,595.00
Additional Actions and Plan Requirements	$9,241,161.00	$10,231,705.00
All Expenditures in Learning Continuity and Attendance Plan	$74,381,897.00	$71,389,481.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$4,794,528.00	$8,156,541.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$4,794,528.00	$8,156,541.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$5,231,332.00	$4,114,901.00
Distance Learning Program	$46,325,802.00	$37,987,739.00
Pupil Learning Loss	$8,789,074.00	$10,898,595.00
Additional Actions and Plan Requirements	$9,241,161.00	$10,231,705.00
All Expenditures in Learning Continuity and Attendance Plan	$69,587,369.00	$63,232,940.00
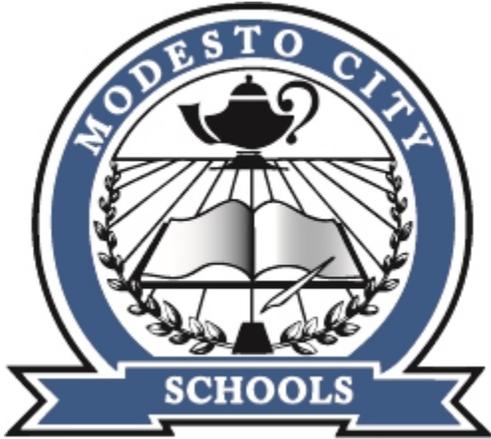
Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Modesto City School District	Brad Goudeau Associate Superintendent, Ed. Services	Goudeau.B@monet.k12.ca.us 209 492-1454

Plan Summary [2021-22]

General Information

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

Modesto City Schools (MCS) has served the local community since 1871. According to the US Census Bureau, 13.3% of the local population has no or some high school education with only 29.8% of the population over twenty-five having a college degree. The median household income is approximately $53,889.

Modesto City Schools is composed of an elementary district (TK-8) and a high school district (9-12) with a common Board of Education and administration. Seven neighboring school districts feed into the MCS at the high school level. Approximately 30,000 students are served on 34 different school campuses and through Modesto Virtual Academy (MVA). There are 22 elementary schools (TK-6), four junior highs schools (7-8), seven high schools (9-12), and an extensive alternative education program, including an opportunity and continuation school, independent study, and adult school. Of our 34 school sites, all but three are recognized as a school-wide Title I site. Eighteen sites provide State Preschool and Head Start Programs for 1,400 pre-school students. The average age of our site facilities is 61 years. Due to the

facilities' age, we are continually hindered with antiquated infrastructure. Two recent bond measures were passed to address the facility needs at the TK-8 level.

The 2020-21 demographics of the elementary district is composed of 86.2% of socioeconomically disadvantaged, 35.3% of English Learners, and 13.1% of students with disabilities. Our high school district has 66.9% socioeconomically disadvantaged students, with 12.7% English Learners and 13.6% of students with disabilities. MCS is a multi-district SELPA and provides approximately 4,200 identified students a full continuum of services with the vast majority served on our school sites; approximately 100 students are served through nonpublic schools. Hispanic students are the greatest ethnicity represented in both districts followed by white, Asian, and students identified with two or more races. District-wide, we have 1.1% of our population identified as homeless and 0.45% classified as foster youth. (Source: CALPADS Fall 2020-2021)

The MCS Board of Education adopted the LCAP goals in an effort to have a single coherent integrated approach to increase student achievement. The Board receives regular updates on progress toward meeting the goals throughout the year. Additionally, Single Plans for Student Achievement (SPSA) at sites have also integrated LCAP goals and aligned budgets with student needs with the goal of accelerating student achievement.

Modesto City Schools created a "reader-friendly" version to communicate goals, metrics, and outcomes. These are used throughout the year to assist our stakeholders in understanding the plan.

OUR VISION: Every student graduates with the skills, knowledge, and character traits essential to thrive and contribute to society.

OUR MISSION: We provide rigorous, relevant, and diverse educational programs that engage and motivate all students to reach their individual potential by:
* Providing a safe and welcoming learning and working environment.
* Ensuring all students have access to the highest quality instruction and learning conditions, and graduate, college and career ready.
* Creating a culture of high expectations for all students and employees.
* Supporting our staff in making data-driven decisions that are in the best interest of students.
* Encouraging trust through open, honest and ongoing communication across all members of our school community.

OUR VALUES: We believe:
* Every student deserves our best, every day and in every situation.
* All students will know we believe in them, and that they are the focus of our work.
* Every interaction with students matters and is an opportunity to teach and show we care.
* Positive, collaborative school-community relationships are built on trust and respect.
* Educating the whole child is maximized by creating meaningful partnerships with communities, families, and parents/guardians, and educators.
* Our students and employees will strive to model our nine character traits.
* Continuous learning and sharing new ideas, best practices, and offering support to one another helps us improve.

Reflections: Successes

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

Internal data dashboards over the last few years, coupled with the California School Dashboard, provide proof of progress on student performance in multiple areas including Local Indicators, LCAP goals, and School Climate. The pandemic has challenged the progress and impacted the availability of data with which to measure progress. Our greatest progress has been changing District culture to positively impact student outcomes. Changing culture is a significant challenge in all large organizations and requires ongoing conversations and support. The District established four initiatives: Professional Learning Communities (no one can do it alone), Behavioral Supports (students need to be present to learn), Achievement (close the achievement gap), and transition to new State Standards (students need to be College and Career Ready). Progress in these initiatives has been anchored in specific areas:

(1) District and sites have made data-driven decisions to monitor and communicate growth. Across the District, data analysis has increased in sophistication to impact change, and to bring transparency and accountability to our work. Administrators present data summits throughout the year and sharpen their focus on goals. Summits have made an impact on continuous improvement and will continue in the future. The District continues to develop data reports to help sites make informed decisions. Work continues to be done on generating live and dynamic data dashboards that will help various stakeholders make data-driven decisions and improve monitoring in a timely manner.

(2) Offering training and support for Professional Learning Communities (PLCs) provides the opportunity to review student data and participate in focused conversations on strategies to increase student performance. The District continues to support PLCs with ongoing leadership training and coaching. Information gleaned from the data disaggregation and discussions have assisted in providing targeted Professional Development (PD) in areas of need. Due to COVID, many of the measures on the California School Dashboard were suspended. Prior CA Dashboard data combined with local data show positive growth for:

- Increased K-8 ELA CAASPP scores over the prior three years (CDE)
- Increased K-8 Math CAASPP scores over the prior three years (CDE)
- Increased third-grade reading fluency (Internal Data)
- Increased number of English Learner students passing core classes (Internal Data)
- Increased high school A-G completion (CDE Data)
- Increased the number of Advanced Placement exams taken by students (College Board Data)
- Increased number of 9-12 students completing CTE coursework (Internal Data)
- Decreased K-8 suspension rates (CDE and Internal Data)
- Decreased K-8 and 9-12 expulsion rates (CDE and Internal Data)

Schools have placed an increased emphasis on providing opportunities for remediation and extra support. Specifically, we have added programs as well as interventions to support our unduplicated students. While progress has been present, the District plans to continue monitoring data and providing targeted PD to build upon our work.

The district continues to support the community voice for enrichment, especially for our socioeconomically disadvantaged students whose home life may lack enrichment opportunities:

- Increased student participation in music programs
- Every third-grade student receives lessons on a recorder and the opportunity to play with the Modesto Symphony (pre/post COVID)
- Every student in 1st, 2nd, 5th, and 8th grades is exposed to the performing arts (pre/post COVID)
- Expanded after school programs for grades TK-8
- Outdoor Science Camp is offered to every sixth-grade student (pre/post COVID)
- Career Technical Education to explore career opportunities offered to high school students
- Established after school STEAM programs

Our community has increased its engagement with schools as more opportunities for participation have been offered. Some examples include college presentations, Family Math Nights, Round-up at the high school and elementary level, Kinder FUNdamentals, parent meetings for the transition to the next grade level, and expansion of virtual meetings and performances during COVID. The LCAP continues to support additional staff and resources to improve the school/ parent partnerships.

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.

Modesto City Schools continues to address equity issues. This continues to be a focus for the Educational Services (ES) and Curriculum Instruction and Professional Development (CIPD) divisions to provide professional development through research-based programs and practices to ensure school sites are addressing disparities between student groups. In recent years, teachers have participated in presentations by Dr. Luis Cruz, Dr. Pedro Noguera, and Dr. Nancy Dome on building a culture that supports equity, especially for English Learners and minority students. This continues to be an ongoing need.

In both the K-8 and 9-12 districts, there is a need to increase overall student achievement in ELA and math as progress has remained stagnant or increased minimally as measured through CAASPP (prior to COVID). New standards and curriculum, and the move to distance learning during COVID, have necessitated a significant shift in instructional strategies. Sites are focused on the consistent use of effective and high-quality delivery of lessons to engage students. The goal is to minimize the need for remediation through the effective initial teaching of skills and concepts.

Effective use of technology to enhance lessons, deepen student understanding, and connect concepts is a focus at all grade levels and all sites. Research supports that the effective use of technology has the ability to have the greatest impact on struggling students by providing embedded scaffolding and connecting lessons to real-world experiences. Providing ongoing professional development is required to ensure technology is used effectively as a teaching tool with the teachers making decisions on its integration for effective lesson design. Professional development during the school year is challenging when it requires substitutes (limited availability) as well as pulling teachers from their classrooms. The CIPD department will continue to work with teachers on integrating technology to increase student performance.

Professional development continues to include strategies for effective ELD instruction as a continued focus from prior years. All K-6 teachers continue to receive professional development on the language arts curriculum including integrated/designated ELD instruction. The Math Taskforce continues to meet to identify the areas of greatest need and suggest recommendations to raise students' math scores. Swun math curriculum was adopted TK-8 to focus on a standard approach to math instruction and provide coaching to teachers.

Engaging parents continues to be a District goal as more of our students have significant social-emotional needs that impact educational success. Before the pandemic, attendance at Open House, Back-to-School Night, Round-up, and parent conferences showed an increase. However, with the closure of school campuses and the move to distance learning, many sites saw parent engagement decline as parents struggled to connect virtually. We recognize that parent involvement has a positive impact on student success. Therefore, the District continues to provide support and resources in this area.

The California School Dashboard (2019) identified the following performance indicators as an area of high need (red and orange):

ELEMENTARY DISTRICT (K-8)

District-wide
- Orange – ELA and Math

ELA Student Groups
- Red – African American, Homeless
- Orange – American Indian, Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities

Math Student Groups
- Orange – African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Chronic Absenteeism Student Groups
- Red – Foster Youth
- Orange – African American, Students with Disabilities, Homeless, and Two or More Races

Suspension Rate Student Groups
- Red – American Indian
- Orange – Asian, Foster Youth, and Pacific Islander

HIGH SCHOOL DISTRICT (9-12)

District-wide

- Orange – Suspension Rate, College/Career

ELA Student Groups
- Red – African American
- Orange – English Learners, Students with Disabilities

Math Student Groups
- Red – African American, English Learners, Students with Disabilities

Suspension Student Groups
- Red – English Learners, Homeless, Students with Disabilities
- Orange – Foster Youth, Hispanic, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged, White

Graduation Student Groups
- Red – Foster Youth
- Orange – Two or More Races, Pacific Islander, Students with Disabilities

College/Career Student Groups
- Orange – African American, Asian, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities

Targeted professional development in math and ELA will continue to support teachers with the implementation of the curriculum. The Standards for Mathematical Practices and the ELD standards will continue to be an area of focus. Essential standards will be identified in regular PLC collaboration meetings so teachers can plan with an intended focus. We continue to research effective interventions when re-teaching has failed to meet an individual student or student group needs. Special education continues to utilize the core curriculum along with scaffolded resources for math and ELA instruction.

Added support for our Homeless population will include a dedicated point of contact for transportation and academic needs. Partnerships with parents and MCS will focus on strategies and programs that can help the Homeless and Foster Youth close the identified achievement gaps. A district-wide math focus will include research-based practices to help close the achievement gap. Professional development will continue to be provided to teachers to help them support struggling learners.

MCS will continue to offer support to all students to help them become college and career-ready. Emphasis on awareness and available programs will target the Homeless, Hispanic, Socioeconomically Disadvantaged, and English Learner student groups. Courses in computer programming and engineering will be added to sites that have the ability to maintain enrollment. Research reports suggest these increase college and career readiness for all students. The alternative education site will increase the number of college course offerings, through a partnership with the local community college.

The District will continue to deepen the understanding of the PBIS and Restorative Practices and implement these research-based practices with greater sophistication. MCS continues to partner with Dr. Jason Okonofua to host a Community Engagement Forum on Student Conduct and School Climate. Dr. Okonofua is conducting an in-depth study to identify areas of strength and weakness and to offer solutions where appropriate. Additionally, the District is partnering with Dr. Nancy Dome to provide professional development related to equity so that all staff have a greater knowledge and understanding of the challenges faced by our students. The sites will analyze their discipline data with an emphasis on their subgroups. The District maintains intervention centers at each high school. Certificated staff and Center for Human Services Student Assistance Specialists are available in intervention centers and all MTSS campuses to support students' academic and socio-emotional needs. Incentives are provided to support positive student behavior.

LCAP Highlights

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

The 2021-2024 LCAP focuses on continuing goals that have proven to positively impact student outcomes but also adjusting/adding goals to reflect the changing instructional climate that has resulted from the pandemic. Professional Development and data analysis to inform decisions will continue to be emphasized. The following highlights our commitment to stakeholders:

1. Professional development activities to:
a. Support teacher leadership teams to build positive transformational cultures
b. Implement new curriculum
c. Instructional strategies and effective use of technology to increase student mastery of content area standards
d. Expanding behavioral supports and deepening our understanding of others to increase cultural competencies

2. Provide support staff to:
a. Improve school to home communication
b. Maintain facilities
c. Recruit and retain employees
d. Provide behavioral and social-emotional supports for students
e. Assist teachers in developing and planning standards-based lesson delivery

3. Promote effective programs and systems for:
a. Intervention and enrichment
b. Planned academic and behavioral intervention to provide students a safety net when needed
c. Provide remediation/credit recovery for struggling students
d. Provide enrichment activities to enhance student understanding of the world beyond the classroom walls and to motivate students to imagine their future and pathways to attain their goals

4. Technology:

a. Support 1-1 devices for all students
b. Infrastructure to support the increased use of technology by students and staff
c. Safety and security of technology system
d. Comprehensive training opportunities for teachers focused on the effective use of 21st Century tools to increase student collaboration, engagement, formative assessments, and student achievement

The 2021-2024 LCAP reflects Modesto City Schools Strategic Goals and the strategies to assist in achieving each goal. The goals were developed collaboratively through stakeholder input to establish the plan for the District to address all aspects of student, staff, parent, and community engagement and student achievement.

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.

Franklin Elementary School (TK-6), William Garrison Elementary School (TK-6), and Robert Elliott Alternative Education Center (DASS) have been identified by the California Department of Education as being eligible for comprehensive support and improvement.

Support for Identified Schools

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

District staff has worked with the site administration at the identified CSI schools to provide guidance and technical assistance. The support centered on reviewing available student performance data, both publicly available on the California Dashboard and local internal data, to create a needs assessment. Sites worked with their School Site Council (SSC) and English Learner Advisory Committee (ELAC) to identify and develop goals for evidence-based strategies to address the areas of need. These plans are formalized in each sites' School Plan for Student Achievement (SPSA). The district will continue to support these sites throughout the school year to monitor the plans, actions, and services.

Monitoring and Evaluating Effectiveness

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

The district will regularly monitor the School Plan for Student Achievement for each of the sites identified as CSI. Data will be provided and reviewed to identify student groups in need, with the goal of providing early interventions. Support will be provided to help specific student groups that are identified as needing support. Principals will present three times per year, during the data summits, to report on the current progress and next steps. These summits will also be shared with their respective staff. Support will be given to the site to adjust plans based on real-time data and the progress of the identified student groups.

Stakeholder Engagement

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

Stakeholder Engagement Overview:
Modesto City Schools held over 20 meetings to seek stakeholder input on the LCAP development. Meetings were held with the LCAP Advisory Committee, the English Learners Advisory Committee, students, parents, employees, management, bargaining units, and the general public. Staff provided the Board of Trustees review of student data, progress on the LCAP and Learning Continuity and Attendance Plan (LCP) goals, and updates on student progress in lieu of the CA Dashboard results not being available due to COVID-19 at public meetings. Surveys were offered for all stakeholders, online, in English and Spanish. Stakeholder engagement in the development of the LCP was included in the development of the LCAP. Due to COVID-19 and health guidelines, all meetings were held virtually via Microsoft Teams.

LCAP Advisory Committee:
MCS continued to use our LCAP Advisory Committee to review the District Program on the LCAP goals, consider stakeholder input, and modify and revise the LCAP. Due to COVID-19, committee members who were selected for the 2020-21 LCAP committee were requested to continue in the role for the 2021-22 LCAP committee. Replacement and additional members were selected as necessary to ensure full committee participation. To ensure the group represented our diverse community, we used a broad range of factors to select members:

The LCAP Advisory Committee consisted of 26 members affiliated with the following groups:
- African American community groups
- Career Technical Education
- Community agencies
- CSEA representation (classified union)
- Elementary, junior high, and high school students
- English Learners
- Foster students
- Mental health services
- MTA representatives (teacher union)
- Parents representing elementary, junior high, high school, and special education students
- School safety
- Site Administration
- Teachers

Over the course of six meetings, the committee discussed the LCAP process, learned about student performance data, reviewed progress on the LCAP actions and services, and provided input/feedback on the LCAP goals. The advisory group provided recommendations for the new 2021-22 LCAP. Members reviewed stakeholders' feedback to make their recommendations. They provided feedback collaboratively through an online application called Padlet. They also reviewed our District's LCAP Reader-Friendly version for additional suggestions. The LCAP Advisory Group met on the following dates:

February 20, 2020
August 18, 2020
February 23, 2021
March 16, 2021
April 6, 2021
April 27, 2021

Stakeholder Meetings/Surveys:
The District sought input from various stakeholder groups through either virtual meetings or surveys. At these meetings, input regarding what MCS was doing right and what MCS needed to improve was sought. Available data was shared to encourage conversations regarding District needs. All meetings were held virtually using Microsoft Teams.

Staff and Administrator Input/Feedback
The administrators for the Teaching and Learning group provided substantial feedback and support in the development of the LCAP, including but not limited to: Curriculum Instruction/Professional Development directors, Student Support Services directors, School Leadership directors, Nutritional Services directors, Communications Department staff, Finance Director, Technology Department staff, and members of Cabinet. Additionally, feedback was sought from all management staff through General Staff meetings. Teachers were surveyed twice during the year regarding what was working and what needed to be changed to help guide LCAP decisions.

Student Feedback:
In addition to the student representatives on the LCAP Advisory Committee, student feedback was obtained by visiting classrooms via online learning and through student surveys. Students in five different classrooms, at all grade span levels – elementary, junior high, and high school – were guided through an engaging activity using Padlet to capture their input. Students included were from the Dual Language Academy, Leadership Class, Academic Language Development, and Elliott alternative education site.
Surveys were sent out in September 2020, December 2020, and April 2021 to gather input regarding how well the district was meeting the academic and the social-emotional needs of students. The 2020-21 school year was challenging for students due to school closure and the need to implement Distance Learning.

Community Forums and Key Communicators:
Input was also gathered through Superintendent Dr. Noguchi's Community Forums. Dr. Noguchi hosted a total of four Community Forums, via Teams. The forums were held for our community and parents as well as one specifically for MCS staff. Over 1,000 attended the community Forums and over 700 attended the staff Forum. Over 2000 comments were collected from these events.

Dr. Noguchi held monthly meetings with key community stakeholders to solicit feedback on a variety of topics. The "Key Communicators" meetings included parents and community leaders, as well as City and County government officials. These meetings provided feedback from a variety of perspectives, including those who do not have children in MCS schools.

Community Survey:
The District renewed its partnership with Hanover Research to develop and provide analysis of a survey to garner additional input. Targeted

groups for response included students, staff, community, and parents. The survey was available in both English and Spanish and was posted on the MCS website. Findings from the 2020-21 survey will be included in the LCAP update. Key findings from the 2019-20 survey:

LCAP THEME – ENGAGEMENT
- Most students and parents feel they are prepared for college and careers, but there is a need to provide additional support.
- Offer more opportunities for students to develop technology skills.
- The majority of students and staff understand what kind of supports are available.

LCAP THEME – PARENTAL INVOLVEMENT
- The majority of parents and staff report that MCS encourages parental involvement.
- Scheduling conflicts is the biggest barrier to involvement.

LCAP THEME – COMMUNITY INVOLVEMENT
- Community members have a somewhat mixed perception of MCS relationships with community members
- Over 65% of community members feel MCS informs the community about relevant school events.

LCAP THEME – SCHOOL AND DISTRICT CLIMATE
- Students, parents, and staff agree that schools want students to succeed.
- Students respect each other and teachers listen to students.
- Parents have a positive perception of school facilities – well maintained and safe for their students.
- Staff reported greater collaboration regarding student learning than in previous years.

LCAP THEME – REMEDIATION, ENRICHMENT, AND WELL-BEING
- The majority of students, staff, and parents report student academic performance as improving.
- More than half of the students reported involvement in at least one enrichment program.

Additional Feedback:
The District met with the District English Learner Advisory Committee on August 13, 2020, and on May 13, 2021, via Microsoft Teams. Parents provided input via the chat feature, orally, and via texting. DELAC parents received 1:1 support, as needed, so they could successfully log on to Teams and provide their input. The meeting was conducted in English and Spanish with all presentations developed for both languages. Modesto City Schools SELPA was consulted regarding the LCAP to ensure the plan was addressing the needs of our students with disabilities. Information about the June 7, 2021, Public Hearing was posted on the District website for public input. On June 21, 2021, the LCAP was brought forth to the Board of Trustees for approval.

A summary of the feedback provided by specific stakeholder groups.

Each year, the District has engaged more stakeholders to provide input and increase the understanding of the LCAP's purpose and goals. With the impact of COVID-19 on in-person meetings, the District utilized a variety of online and virtual meetings to continue to gather input and provide information regarding the District's goals. Available data was transparently shared to illustrate areas of strengths and needs. LCAP budget and goals were integrated into Principal Summits and Site Plan for Student Achievement (SPSA). This created a more cohesive integrated focus across 34 school sites with data review held throughout the year to determine progress. The progress of student groups was monitored throughout the year at both the site and District level to determine if additional supports were needed.

The LCAP advisory committee was pleased to see the growth and progress of LCAP goals from the prior years of implementation. However, the lack of new data, due to COVID-19, limited the ability to have viable measurements for 2019-2020 or 2020-2021. The committee acknowledged that change takes time and wanted to see minor revisions based on specific needs. Funding for specific programs required increased scrutiny for effectiveness. A high priority was the social-emotional health of students and staff because of school closure due to COVID-19 and the move to distance learning. The LCAP advisory was supportive of efforts to provide increased remediation and enrichment opportunities. Providing equitable access to technology and providing increased academic and mental health resources was recognized as a positive investment. Maintaining support staff for all programs was seen as a critical need. They advocated the current plan for college and career readiness with more training for parents. Maintaining the DLA program K-8 was also supported. Goals and actions related to credit recovery and remediation were supported and advised to maintain or expand.

Parent and community stakeholders focused on clean, safe schools. Safety and security was a repeated theme in stakeholder meetings. Safety guidelines for reopening schools was a consistent topic due to the pandemic. Other topics of discussion included academic interventions and supports, communication with parents, life skill classes at all high schools, technology, and college and career awareness. MVA was viewed as a positive alternative to continue for families.

Students voiced concerns about safety related to COVID-19 and access to technology. Students also requested more social-emotional and mental health supports. Academic supports, including increased remediation and credit recovery options were voiced. Students feel they are motivated to learn but expressed frustration with distance learning.

Staff voiced concerns over the following during their stakeholder meetings and surveys: counseling services for students, supports for struggling learners, and equitable access to technology. Staff also indicated a need to have more professional development for the integration of technology and support for students in distance learning.

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

Stakeholders are generally pleased with the additional services and actions implemented. Many of the services put into place are just now starting to take effect or make an impact. Additionally, the services and supports implemented in response to COVID-19 demonstrate their ability to have a positive impact in future years. Added support staff has been crucial as more of our students have greater needs than previously seen. Meeting their physical and social-emotional needs is a priority. Equity for all student groups is viewed as needing improvement. Providing increased technology and support staff while maintaining remediation and enrichment programs are essential.

As a result of stakeholders' input the following revisions and investments in the 2021-2022 LCAP actions and services were made:
- Continue to focus on school safety and security
- Maintain/increase services to meet student social-emotional needs
- Offer targeted professional development opportunities
- Continue to offer enrichment opportunities, including access to the visual and performing arts
- Increase supports for student groups that are identified as red and orange on the CA Dashboard or at risk of failing
- Increase the opportunities for afterschool tutoring and support

- Increase college and career readiness opportunities

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative stakeholder input, has identified the Strategic Goals (also the LCAP Goals) for the district.

Overall achievement, as measured by state and local assessments, needs to improve. Student groups identified in the performance category red/orange need continued supports to master the standards. English Learners need access to additional support services and programs to increase English proficiency and outcomes. Due to the diverse needs of our student population, alternative programs are needed to provide support to all learners. Students need opportunities to explore career and life skills. There continues to be strong community support for program opportunities so students have increased awareness of career pathways and access to vocational programs. Students need to acquire/develop 21st Century skills with increased access to technology and computers.

The district has made significant progress in reducing suspensions by providing alternatives; however, suspension rates remain high with a disparity between student groups. Continued support is needed to increase the sophistication of staff to address student behavioral needs. Continued support is needed for Tier 3 intervention programs at various sites to assist with the behavioral needs of high-risk students. Not all sites have achieved an attendance rate of 95% or greater, so continued efforts are needed to support student attendance.

State Priorities addressed by this goal:
Priority 1: Basic Services (Conditions of Learning)
Priority 2: Implementation of State Standards (Conditions of Learning)
Priority 4: Student Achievement (Pupil Outcomes)
Priority 5: Student Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Students Outcomes (Pupil Outcomes)

Local Priorities addressed by this goal:
Computer Literacy
Enrichment Opportunities

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator for Math: Elementary District will improve Distance From Standard (DFS) by 51 points High School District will improve DFS by 30 points Source: CA Dashboard	Elementary: -74.7 DFS High School: -85.5 DFS				Elementary: -23.7 DFS High School: -55.5 DFS
Academic Indicator for ELA: Elementary District will improve DFS by 45 points High School District will improve DFS by 30 points Source: CA Dashboard	Elementary: -48.3 DFS High School: -2.4 DFS				Elementary: -3.3 DFS High School: 0 or above standard
The number of TK/K students previously enrolled in an MCS ECE or TK program scoring at benchmark	19%				25% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on a BOY Phonemic Awareness assessment will increase by 6% Source: mClass					
MTSS Sites will decrease by 3% the percentage of students scoring at the well below benchmark range as measured by the DIBELS-8 BOY to EOY subtest assessment: Kinder: PSF 1st grade: NWF/WRC 2nd grade: NWF/WRC 3rd grade: NWF/WRC Source: mClass	Yearly Goal: Decrease Intensive by 3% BOY to EOY				Yearly Goal: Decrease Intensive by 3% BOY to EOY
Increase the percentage of students meeting five or more fitness standards on the CA PFT to 65% Source: DataQuest	47.9%				65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Only and Initial English Proficient graduates receiving the State Seal of Biliteracy will increase by 15% Source: Internal Tracking of SSB Recipients	67 students				77 students
CA Dashboard College and Career Readiness Indicator "prepared" will show an increase of 3% or maintain green/blue status Source: CA Dashboard	36.9%				45.9
Graduation Indicator will increase by 3% or maintain green/blue status on the CA Dashboard Source: CA Dashboard	87.2%				90.2 %
The percentage of cohort graduates meeting UC/CSU A-G	35.1%				47.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements will increase by 3% yearly Source: Dataquest					
95% of graduating AVID seniors will have met A-G requirements. The number of 8th-grade AVID students earning a "C" or higher in an honors class will increase by 3% Source: MOSIS	Seniors: 81.2% 8th-graders: 50%				Seniors: 95% 8th-graders: 53%
Students completing a CTE pathway-specific concentrator, Capstone course sequence with a grade of "C-" or better will increase 5% Source: CALPADS	Establish Baseline 2021-22				Baseline + 5%
Students completing college credit courses (academic or CTE) with a grade of "C-" or better for two semesters or three	Establish Baseline 2021-22				Baseline + 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
quarters will increase 10% Source: CALPADS					
Increase student enrollment in JROTC by 20% each year Source: Enrollment Reports	48 Students				97 students
English Learners and Reclassified graduates receiving the State Seal of Biliteracy will increase by 5% each year Source: Internal Tracking of SSB Recipients	188 students				216 students
English Learners in each ELPAC band will move up by 5% each year Source: CA Dashboard	Baseline 2020-21 results not yet released				Baseline + 5% each year
Academic Indicator for Math for ELs:	Elementary: -74.7 DFS				Elementary: -60.0 DFS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Elementary District will improve ELs DFS to 60 points below standard High School District will improve ELs DFS to 70 points below standard Source: CA Dashboard	High School: -85.5 DFS				High School: -70.0 DFS
Academic Indicator for ELA for ELs: Elementary District will improve ELs DFS to 30 points below standard High School District will improve ELs DFS to 70 points below standard Source: CA Dashboard	Elementary: -48.3 DFS High School: -93.2 DFS				Elementary: -30 DFS High School: -70 DFS
The number of DLA students meeting or exceeding CAASPP ELA scores will increase by 8%	3rd: 23.3% 4th: 14.3% 5th: 29.0% 6th: 26.9 % 7th: 19.5% 8th: 29.3%				3rd: 31.3% 4th: 22.3% 5th: 37.0% 6th: 34.9% 7th: 27.5% 8th: 37.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CA Dashboard plus internal data					
K-8 DLA enrollment will increase by 5% Source: CALPADS 1 Census Day	475 students				498 students
The number of Language Institute newcomers that make growth on the MELD assessment will increase by 10%. Source: MELD Assessment Data	Baseline to be established 2021-22				Baseline + 10%
Decrease the number of K-8 students who are chronically absent by 1% Source: DataQuest and MODD	9.7%				8.7%
Decrease the number of 9-12 students who are chronically absent by 1% Source: DataQuest and MODD	18.7%				17.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The suspension rate will decrease by 0.3% or maintain green/blue status for each district Source: Dataquest/CA Dashboard	Elementary: 2.3% High School: 4.3%				Elementary: 2.0% High School: 4.0%
Elementary Sites will decrease by 3% the percentage of students scoring at the well below benchmark range as measured by the DIBELS-8 BOY to EOY subtest assessment: Kinder: PSF 1st grade: NWF/WRC 2nd grade: NWF/WRC 3rd grade: NWF/WRC Source: mClass	Yearly Goal: Decrease Intensive by 3% BOY to EOY				Yearly Goal: Decrease Intensive by 3% BOY to EOY
Expand RISE to include math at all 22 elementary sites. Obtain pre/post data with post data showing growth of	RISE ELA: 22 sites RISE Math: 0 sites Pre/Post: TBD				RISE ELA: 22 sites RISE Math: 22 sites Pre/Post:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
15% over pre data for both ELA and Math Source: Internal Assessment Data					
The number of students participating in K-6 summer enrichment will increase by 10% per year Source: PowerSchool Attendance Report	212 Students				290 Students
At designated grade levels, Increase or maintain the number of students participating in Visual & Performing Arts (VAPA) performance opportunities Source: Internal Tracking	6,465 students				6,465 or more students
Increase/maintain the number of students participating in music instruction at the elementary level. Source: Enrollments	1,410 students				1,410 students or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Junior High schools will have at least 5 athletic teams/programs in which students can participate. Source: Internal Tracking	2 Programs: Volleyball, Basketball				5 or more programs
Increase the number of professional development opportunities for activities directors/staff Source: Internal PD tracking	0				1 or more
Participation in ASES will increase by 25% in grade K-8 Source: EZReports	1900 students				2375 students or more
Decrease by 3% the percentage of students with disabilities scoring at the well below benchmark range as measured by the	Yearly Goal: Decrease Intensive by 3% BOY to EOY				Yearly Goal: Decrease Intensive by 3% BOY to EOY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS-8 BOY to EOY subtest assessment: Kinder: PSF 1st grade: NWF/WRC 2nd grade: NWF/WRC 3rd grade: NWF/WRC Source: mClass					
The graduation rate for students with disabilities will increase by 3%. Source: CA Dashboard	70.4%				73.4%
All Williams Act criteria will be met on an annual basis. Source: Williams Act Report/SARC	All criteria met.				All criteria met.
The number of EL students reclassifying will increase by 5% annually. Source: Reclassification Data	Elementary District: 147 students - 2.9% High School District: 14 students - 0.7%				Elementary District: 17.9% High School District: 15.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain/decrease the number of student expulsions. Source: CALPADS	K-8: 0 students 9-12: 12 students				K-8: 0 students 9-12: 12 or fewer students
The high school cohort dropout rate will decrease by 1%; the junior high dropout rate will decrease Source: MOSIS	Junior High: 5 students High School: 5.9%				Junior High: less than 5 students High School: 4.9%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Ensure Great Instruction First Time	Academic Achievement: Math • Math Interim Assessments • Interim assessments will be identified and used across the district as benchmarks • Math Ambassadors will meet to further the process of implementing reliable and valid benchmarks • K-6 Planning time/prep time • Effective use of research-based instructional practices • High student engagement • Increase teachers' capacity to use data to drive their instruction • Effective use of the eight mathematical practices: SWUN math for the K-8 sites Academic Achievement: ELA • Instruction aligned to the standards • Professional development	$13,596,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Effective use of research-based instructional practices • High student engagement • Increase teachers' capacity to use data to drive their instruction • K-6 Planning Time/prep time • ELA benchmark assessment committees/department chairs will continue to meet to further the process of implementing reliable and valid benchmarks Early Childhood Development/Early Literacy • Provide a robust ECE program • Identify students at risk of reading difficulty, provide intervention, and monitor student progress Academic Achievement: Intervention ELA • Identify students at risk of reading difficulty, provide intervention, and monitor student progress • Increase teachers' capacity to use data to drive their instruction • Through collaboration, identify best practices to meet the diverse needs of student groups Full-Day Transitional Kinder/Early Literacy • Provide a robust TK program • Identify students at risk of reading difficulty, provide intervention, and monitor student progress • Provide Kinder paraprofessionals • Hold TK/K collaboration • Expand PK program at Burbank to additional sites • fund teacher assessment on KSEP • fund summer program for incoming TK and Kinder students Instructional Technology • Maintain instructional technology coach and STEAM coach K-6 Prep Providers • Provide teachers time for lesson planning		

Action #	Title	Description	Total Funds	Contributing
		Curriculum Coordinators • Maintain curriculum coordinators Physical Fitness • Fund PE equipment for TK-12 Williams Act • Teachers appropriately assigned • Teachers appropriately credentialed • Standards-aligned instructional materials • School facilities are maintained in good repair		
2	Increase students being identified as "prepared" in the college/career indicators	Seal of Biliteracy • Provide information to students and staff to increase the number of students who qualify for the Seal of Biliteracy Increase College & Career Readiness for all students • College Credit Courses • Provide funding for the purchasing of equipment and textbooks • Provide funding for teacher PD and training for MTA teachers who can teach a college course or college professors teaching on high school campuses Increase College & Career Readiness of underrepresented students • Provide funding for Career Exploration curriculum K-12 • Counselor and Administrator training on CTE pathways and focus on completion • Continue to develop tracking systems to desegregate the data of underrepresented populations College and Career Readiness Assessment	$14,505,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide funding for high school students to take college or career readiness assessments selected/administered by the district • Provide test preparation materials and teacher professional development UC/CSU Eligibility • Transcript Evaluation Service (TES) A-G report each semester • Maintain funding for TES services • Ensure courses are A-G approved • Quarterly review of grade data to provide support, intervention, and placement • Licenses for Florida Virtual Academy for UC/CSU remediation AVID • Provide funding for AVID sites • Provide funding for the expansion of AVID at secondary school sites • Provide funding for the expansion of AVID at elementary schools IB and AP • Maintain funding and increase student diversity in IB and AP • Maintain 0.40 FTE IB Coordinator • Provide test preparation materials and teacher professional development • Provide free/reduced AP/IB tests for all students enrolled in those classes • Provide funding for AP prep and testing for 8th-grade students in the Bret Harte/Hanshaw MCS Dual Language Academy Counselors • Funding for high school College Counselors • 9-12 Counselor for concentration groups • 7-8 Counselor for concentration groups • High school Counselor for G230 Academy • High school Counselor for Elliott		

Action #	Title	Description	Total Funds	Contributing
		• Maintain counselor ratio of 650:1 Career Technical Education (CTE) • Funding to support CTE pathways • Work Experience • CTE positions • Career Navigators • Increase internships and certifications Career Awareness • Provide funding for Career Exploration curriculum K-12 • Provide funding for career exploration activities K-12 Junior Reserve Officers' Training Corps (JROTC) • Maintain a JROTC military leadership program at Beyer High		
3	Increase English Learners growth toward English Proficiency	Seal of Biliteracy • Provide information to students and staff to increase the number of students who qualify for the Seal of Biliteracy • Increase student participation in 4 years of a World Language (or equivalent) • Create a district-wide assessment pathway ELPAC • Provide ALD teachers with CSS/designated ELD PD • Provide all teachers with CSS/integrated ELD PD • Provide ELPAC training for stakeholders (admin/classified/certificated/parents/counselors) Academic Achievement: Math and ELA • Effective use of research-based instructional practices • High student engagement • Increase teachers' capacity to use data to drive their instruction	$3,136,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide Sheltered Instruction Observation Protocol (SIOP) training for 7-12 social science and science teachers • ALD support Reclassification • Provide ALD teachers with CSS/designated ELD PD • Provide all teachers with CSS/integrated ELD PD • Provide ELPAC training for stakeholders (admin/classified/certificated/parents/counselors) • Effective use of research-based insructional practices • High student engagement Assessment Center Staff ad ELPAC Testers • The staff ensures EL assessments are administered to meet state guidelines • Staff provide fidelity for the administration of EL assessments (identification and progress) Maintain/Increase Newcomer and Refugee/Asylum Seeking students Support Staff • The staff ensures Newcome and Refugee/Asylum Seeking students are supported • The staff ensures parents of Newcome and Refugee/Asylum Seeking students are supported through meetings (1-1 and group) Dual Language Academy • Provide information to English Learner stakeholders (students/parents/counselors/teachers/admin) to increase the number of students who qualify for the Seal of Biliteracy • VP/AP for DLA • Provide transportation • Provide enrichment and interventions for EL students • Provide assessment center testers • Provide professional development for DLA certificated and classified staff Newcomer Program: Language Institute		

Action #	Title	Description	Total Funds	Contributing
		• Provide transportation • Provide supplemental support staffing (i.e., bilingual instructional assistants/paraprofessionals, 0.2 FTE Language Institute Certificated Coordinator, etc.) • Provide sustained EL-specific Professional Development for all staff (certificated and classified) • Provide services that address the unique needs of English Learner students new to English, recent immigrants, asylum-seeking and refugee students, and students with limited instruction or formal education Maintain or increase summer program opportunities for ELs • Summer School for ELs K-3		
4	Develop a Multi-Tiered System of Support (MTSS) for all students	Instructional Coaches for MTSS • MTSS Sites will have MTSS Instructional Coaches • Maintain/increase the number of MTSS sites Mental Health/Social-Emotional Support • Student Assistance Specialists at sites • Behavior Clinician/Social Work Counseling Services at sites • PBIS/RP Training and Support • Behavior Coach • Consultant agreements to support mental health/social-emotional supports Interventions • Multi-Tiered System of Support (MTSS) Intervention Curriculum & Materials • Provide supplemental materials for intervention • Social-Emotional Learning Program • Intervention Centers • Paraprofessionals (moved from Mental Health/Social-Emotional Support) • Summer Bridge / Specialized Programs	$18,082,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Student Success Team Training - Paraprofessionals - Summer School Remediation - Extended Summer School - Support for after school tutoring programs - Mentorship 7-12: "Improve Your Tomorrow" Support for students chronically absent - Student Assistance Specialists (SAS) - Attendance Liaisons - Intervention Centers - Behavioral Counseling - Health Clerks - Health Services Supplies - Additional Nursing Services - Foster/Homeless Liaison - Attendance Incentives 7-12 Counselors - Gallo Performance - Outdoor Education - City Bus Transportation - Saturday School program and staff Attendance Rate - Student Assistance Specialists (SAS) - Attendance Liaisons - Intervention Centers - Behavioral Counseling - Health Clerks - Health Services Supplies - Additional Nursing Services - Foster/Homeless Liaison - Attendance Incentives 7-12 Counselors - Gallo Performance - Outdoor Education - City Bus Transportation - Saturday School program and staff		

Action #	Title	Description	Total Funds	Contributing
		Suspension/Expulsion/Dropout Rates • Behavior Coach • Positive Behavior Intervention and Support • Cultural Competency & Diversity • Bus Monitors • Intervention Center Materials • Probation Officer • Restorative Practices • Behavior Counseling/SAS • Foster/Homeless Liaison • Foster Youth Specialist • 7-12 Counselors • Incentives • Mentors • K-6 Campus Assistants • Additional Campus Supervisors at high needs sites • School Safety Officers • Security Patrol Call Center Techs **RISE** • RISE staffing - certificated/classified • Curriculum/supplies • Instructional Materials • Training for teachers and paras **Remediation Programs** • Remediation Programs K-6 • Remediation Programs 7-8 • Remediation Programs 9-12 • Intersession • Summer School • G230 Academy • K-12 after or before school Tutoring • High School zero period or eighth-period credit recovery or A-G remediation		

Action #	Title	Description	Total Funds	Contributing
5	Ensure students have access to enrichment activities at all school sites	K-6 Summer Enrichment • Teachers • Curriculum/materials • Service Contracts • Bridge Class 7-8 Summer Enrichment • Teachers • Supplies • Materials • Bridge Class VAPA Opportunities • Provide funding for visual and performing arts programs • Instrument replacement and repair • Gallo Performances Athletics/Activities • Promoting athletics • Promoting student activities • Activities Director FTEs • Athletic Director FTEs • Provide funding for Middle School athletic team equipment and uniforms • Provide funding for Middle School athletic team transportation • Provide funding for High School athletic team transportation • Increase junior high classified staffing to support the expansion of junior high activities and athletics Junior High Activities • Provide professional development for junior high activities directors Junior High Athletics • Provide increased opportunities for junior high students in athletic programs	$3,928,932.00	Yes

Action #	Title	Description	Total Funds	Contributing
		After School Enrichment • Director • Paraprofessionals • Site Coordinators • Supplies/materials • Program staff STEM/STEAM • Provide Project Lead the Way (PLTW) STEM/STEAM at TK-6 • Provide Project Lead the Way (PLTW) STEM/STEAM at 7-8 • Provide Project Lead the Way (PLTW) STEM/STEAM at 9-12 Science Enrichment • Provide Outdoor Education for grade 6		
6	Increase access to general education for students with disabilities	Inclusion: ELA Elementary • Instructional Coach • Paraprofessionals • Substitutes • Support/Coaching • Technology • Training/PD Inclusion: 7-12 • Inclusion coordinator 7-12 • Inclusion specialists • Instructional Coach • Paraprofessionals • Substitutes • Support/Coaching • Technology • Training/PD Graduation Rate for Students with Disabilities	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Inclusion specialists - Instructional Coach - Paraprofessionals - Substitutes - Support/Coaching - Technology - Training/PD - Foster Youth Specialist 7-12 Counselors		

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	Ensure all employees have access to high quality professional development.

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative stakeholder input, has identified the Strategic Goals (also the LCAP Goals) for the district.

Ensuring that all employees have professional development to build their individual skills and capacity is key to providing students with effective instruction and meeting the social-emotional needs of students. Research demonstrates the effectiveness of targeted professional development with regard to student achievement and outcomes. Additionally, providing professional development increases employee satisfaction and retention.

With the adoption of new curriculum and the increased use of technology in the classroom, training for teachers is needed to understand and access embedded scaffolding that can assist struggling learners. Teachers need experiences with embedding technology in their lessons and how to use the various learning platforms to support student learning. ELA/ELD curriculum required additional training on integrated and designated instruction. Moreover, a specific and intentional focus will be given over the next several years to supporting staff in understanding race and social justice needs within the community and what each and every staff member can do to provide equity and access to all students in MCS.

State Priorities addressed by this goal:
Priority 1: Basic Services (Conditions of Learning)
Priority 2: Implementation of State Standards (Conditions of Learning)
Priority 4: Student Achievement (Pupil Outcomes)
Priority 5: Student Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Students Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
By 2024, 90% of Designated ELD teachers will receive intensive PD Source: PD Catalog Attendance	10 teachers				90%
By 2024, 50% of Integrated teachers will receive intensive PD Source: PD Catalog Attendance	12 Teachers				50%
By 2024, 100% of administrators will receive training on best practices for ELs including parent connection and instruction Source: PD Catalog Attendance	8 administrators				100%
A professional development catalog will be developed that outlines offerings for both classified and certificated staff.	Catalog started				Catalog complete

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: PD Catalog					
A minimum of 10 yearly professional development opportunities will be provided on how to use assessment data to plan and deliver instruction based on student needs Source: PD Catalog	8				10
A minimum of 4 yearly professional development opportunities will be provided on equity Source: PD Catalog	1				4
Responses will average 80% or better on the PD satisfaction surveys Source: Survey Monkey	65%				80% or better
By June 2024, 80% of site administrators/ leaders will have participated in	33%				80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
targeted leadership training Source: PD Attendance					
By June 2024, the number of teachers with Inclusion training will increase by 100% Source: PD Catalog/Attendance	75				150
By June 2024, the number of teachers with Restorative Practices training will increase by 30% Source: PD Attendance	189 Teachers				245 teachers
By June 2024, TK-6 student discipline incidents will decrease by 4%. Source: MOSIS	1,435 incidents				1,377 or less incidents

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Increase targeted professional development in the areas of early literacy, mathematics, English Language Development (ELD), effective PLC teams, culturally responsive instruction, and leadership development.	Professional Development (PD) for staff with ELs (EL instructional coaches) • Increase PD for teachers of EL students with a focus on Designated English Language development • Increase PD for teachers of EL students with a focus on Integrated English Language development • Increase PD for site staff/administration of EL with a focus on parent/community outreach Professional Development on assessments, curriculum, and instruction • Create and maintain a current professional development catalog for all employees • Provide professional development on how to develop and utilize assessments, curriculum, and instruction together for great instruction first time (GIFT 1.1) Professional Development for staff on equity • Provide PD on equity for staff Instructional Coaches/Curriculum Coordinators • Provide PD on state standards and effective instructional practices for all students and student groups • Increase ability to provide timely, relevant supports and professional development to sites for curriculum and instructional needs through curriculum coordinators	$4,314,828.00	Yes
2	2.2 Ensure all staff has professional development in the area of building their	MCS Professional Development Committee • MCS will continue to utilize a PD Committee to ensure all employees have timely, relevant professional development Site Leadership Professional Development	$1,341,339.00	No

Action #	Title	Description	Total Funds	Contributing
	capacities as professionals	- MCS will continue to utilize Site Leadership teams to build capacity PD Effectiveness Survey Develop and administer surveys after every PD opportunity Administration Credentialing Program - Develop and support new administrators to increase the administrative candidate pool Senior Director K-12 CIPD Administrator of EL Services Administrator of Induction - Maintain administrative support positions Associate Superintendent CIPD - Maintain Associate Superintendent CIPD position Clerical support for CIPD - Maintain clerical support for CIPD Principal Leadership Pipeline - Increase leadership development participation for all administrators in building leadership capacity to provide school focus, building collaborative cultures, deepening learning in the classroom, and supporting internal/external accountability - Leaders in Learning (teacher leaders) - New Admin PD Workshops (new admin support) - Future Principals Workshops (VP/AP development) - Leadership Coaching Program (veteran principal coaching development & mentoring program) Inclusion for students with disabilities - Inclusion training for staff		

Action #	Title	Description	Total Funds	Contributing
3	2.3 Ensure training is available to support students in their development of MCS Character Traits	Restorative Practices • RP training for staff Character Trait Instruction • Prep Providers • Materials and Supplies • State Seal of Civic Engagement (SSCE) training/awareness	$55,382.00	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.

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Goals and Actions

Goal

Goal #	Description
3	Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district-wide communication for students, staff, families, and community partners.

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative stakeholder input, has identified the Strategic Goals (also the LCAP Goals) for the district.

The district recognizes the need to provide safe, welcoming schools for our students, families, staff, and the community. Communication is a key element of effective schools to involve all stakeholders and promote the well-being of all individuals. Technology infrastructure needs to be reliable as the district increases the technology footprint.

State Priorities addressed by this goal:
Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)
Priority 5: Student Engagement (Engagement)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Analytics will show a 10% increase in Facebook, Twitter, and Instagram followers Source: Social Media Analytics	Combined: 15,052 • Facebook: 8,864 • Instagram: 3,658 • Twitter: 2,530				Combined: 16,724
Parent attendance will increase by 10% for	8,233 parents				9,147 parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent engagement related to relative topics Source: COMM/SPCSS					
All school sites will have a minimum of one Parent Ambassador Source: COMM/SPCSS	0 sites				All school sites: 34
Survey results will show 85% of families are satisfied or highly satisfied with district and site customer service and welcoming school practices Source: Hanover (or similar) Survey	75%				85%
Network uptime will increase by 5% Source: Internal Analytics	92%				97% or greater
Unplanned network downtime will be less	6.59% (93.41% uptime)				0.5% (99.5% uptime)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
than 0.5% (99.5% uptime) Source: Internal Analytics					
The percent of students who have uniform laptop devices will increase from 63% to 100% Source: Net Ref	63%				100%
The customer service rating for IT will increase to a 90% positive rating Source: Customer Service Survey Responses/Solar Winds Tickets)	76% positive				90% or greater positive
The average daily number of users of the Modesto City Schools Data Dashboard (MODD) will increase by 100%. Source: MODD analytics	28 daily users				56 or more daily users

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All teachers and school site administrators will have newly adopted uniform staff laptop devices Source: 1:1+ Asset Tracker	10%				100%
Each school site will have defined STEM and/or Computer Science student programs to encourage engagement of students in 21st Century skills Source: Classlink/NetRef Analytics	Elementary: 22 schools participated in Hour of Code activities Junior High: 2 schools have STEAM classes High School: 7 schools involved in creating the District Computer Science Master Plan				Elementary: 100% of sites will have implemented one of the approved STEM/Computer Science Programs. Junior High: 100% of sites will have implemented one of the approved STEM/Computer Science Programs. High School: 100% of sites will have implemented one of the approved STEM/Computer Science Programs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Implement the recommendations identified through the Safety Task Force	Safety Task Force • Implement Safety Task Force recommendations	$1,876,394.00	No
2	3.2 Promote outstanding students, families, staff, programs, schools, and community partners	Expand District Recognition Programs • Maintain/add recognition opportunities to the District recognition calendar	$0.00	No
3	3.3 Increase regular two-way communication with stakeholders regarding student progress and other important issues	Increase social media presence • Increase reach and engagement on Facebook, Instagram, and Twitter Parent/Community outreach to all parents related to increasing parent knowledge and building skills on relative topics • Parent programs and virtual training • Parent Support Website • Parent engagement survey • Round-up • Parent Ambassadors Parent/Community outreach to refugee/asylum/immigrant/EL students (CIPD) • Increase opportunities for community and parent learning for refugee/asylum/immigrant/EL students • Increase enrichment opportunities with community partners • Increase staffing to support outreach	$408,397.00	No

Action #	Title	Description	Total Funds	Contributing
		Parent/Community outreach to English Learners at individual sites (CIPD) • Increase opportunities for community and parent learning for English Learner students		
4	3.4 Improve customer service for students, families, staff, and community to support welcoming school environments	Customer Service Survey (COMM) • Survey families annually	$2,341,162.00	No
5	3.5 Improve operational efficiencies through the use of technology, and improve network infrastructure	Infrastructure for technology (IT) • Cyber Security and Robust Network Infrastructure to support security and reliable operations Classroom Computer Replacement (IT) • Chromebook field tests and rollout in the coming year of refreshed devices for students Digital Schools (IT) • Ensure an adequate level of customer service for teachers and students with their daily use of technology Real-time data management system (IT) • Dashboard Development: an Online system for administration and teachers to show daily changes in key performance indicators such as chronic absenteeism, discipline, etc. Standardization of staff devices and applications • Uniform devices Develop STEM programs for students	$17,433,669.00	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.

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

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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	Ensure the District is fiscally and operationally sound

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative stakeholder input, has identified the Strategic Goals (also the LCAP Goals) for the district.

The ability for the District to have fiscally responsible practices and to maintain school facilities and protect assets is key to being prepared and ready to serve our students, families, and the community. Ongoing monitoring of expenditures versus budgets and the ability to have flexibility promotes safe and secure schools.

State Priorities addressed by this goal:
Priority 1: Basic Services (Conditions of Learning)
Priority 3: Parent Involvement (Engagement)
Priority 5: Student Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities addressed by this goal:
Fiscal Responsibility

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The annual Budget Assumptions will include a 6% minimum reserve	6%				6%
Input from the LCAP Advisory Committee	Process is currently implemented				Process is followed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will be reviewed and recommendations considered for the 2021-24 LCAP. Feedback sheets will be collected at the meetings. LCAP explicitly states actions that are a result of feedback					
Maintain or increase the number of nighttime security patrols Source: HR/M&O	3				3 or more
Enrollment will increase based on the 12 areas of the Enrollment Stabilization Plan Source: CALPADS	Elementary: 14,205 students High School: 15,386 students				Elementary: >14,205 students High School: >15,386 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Implement sustainable plan for the budget under the	District Minimum Reserve • Establish a District minimum reserve policy equal to 6%, twice the State required 3% minimum amount	$89,627.00	No

Action #	Title	Description	Total Funds	Contributing
	Local Control Funding Formula	District Advisory Budget Committee • Continue the District Advisory Budget Committee • Evaluate recommendations LCAP Oversight • LCAP Advisory Committee meets a minimum of 5 times per year to evaluate LCAP metrics and make recommendations		
2	4.2 Engage stakeholders in a District Budget Committee process	District Budget Advisory Committee • Develop a 3-year Budget Plan	$0.00	No
3	4.3 Invest in school facilities and infrastructure for safe and clean facilities	Security to protect assets • Security cameras • Nighttime security patrols Maintain School Facilities and Grounds • Site improvement recommendations implemented per the schedule at elementary and junior high sites • Site improvement recommendations implemented per the schedule at high school sites	$3,099,727.00	No
4	4.4 Plan and implement short and long-term strategies to decrease declining enrollment	Enrollment Stabilization Plan • Develop a 3-year plan to address declining enrollment	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
5	Recruit, hire, train, and retain high-quality staff

An explanation of why the LEA has developed this goal.

Modesto City Schools, through collaborative stakeholder input, has identified the Strategic Goals (also the LCAP Goals) for the district.

High-quality staff and effective HR processes are essential to meeting the district's goals and objectives. Continued recruitment is needed to mitigate the state's expected teacher shortage with attention towards increasing staff diversity.

State Priorities addressed by this goal:
Priority 1: Basic Services (Conditions of Learning)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ninety-five percent (95%) of new hires will indicate overall satisfaction with the hiring process. Source: New Employee Survey	87.5%				95.0%
Increase overall employee satisfaction by 10% from baseline.	Create survey in 2020-21 school year				10% increase over baseline from 2021-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Employee Satisfaction Survey					
Ninety-five percent (95%) of employees leaving the district will indicate an overall satisfaction with the employment experience. Source: Employee Exit Survey	84.6%				95.5%
Increase employee retention by 5% based on employees employed in the District for at least 4 years. Source: QSS (tenure based on hire date for the past 5 years)	56%				61%
Increase university placements to 75. Source: University placement agreements	55				75
Expand participation in recruitment events	6				15

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and job fairs to 15 annually. Source: Job Fair & Recruitment Tracking					
Establish collaborative partnerships to network with MCS to provide experiential training and build pathways from partner agencies to MCS employment. Source: Partnership agreements	1				8
Reduce the percentage of unfilled vacancies to 4.5% of available positions. Source: Human Resources	6.2%				4.5%
Establish a minimum of three (3) Career Ladder and/or training programs (i.e. Pal to Para) yielding employee hires. Source: Human Resources	0				3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Coordinate a minimum of three (3) annual MCS-sponsored Job Fairs to help fill vacant positions and build a recruitment pool. Source: Human Resources	1				3
Increase the representation of minority employee groups at MCS by 5%. Source: Employee Demographics	Total minority groups: 45.61% • Hispanic/Latino: 33.26% • Black/African American: 1.94% • American Indian: 1.38% • Asian: 3.15% • Other: 5.54%				Total Minority Groups: 50.61%
Utilize online HR forms and workflow features to replace the paper-driven processes and operate 80% digitally.	25%				80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Online Form System/Human Resources					

Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1 Create a District culture of valuing all employees to facilitate hiring and maximize retention	Create a district culture of valuing all employees: • New Hire Survey • Current Employee Survey • Exit Survey Employee Retention • Measure and monitor employee retention • Enhance employee benefit package	$0.00	No
2	5.2 Strengthen partnerships with local teaching, training, and employment programs	University and College Partnerships • Strengthen partnerships and recruitment efforts with local universities Training, employment, and community programs and agencies • Establish collaborative partnerships with trade schools, community programs, technical schools, and employment agencies	$0.00	No
3	5.3 Expand recruiting and hiring processes to provide support,	Expand recruitment and hiring process • Fill classified vacancies in an efficient and timely manner • Decrease vacancies	$362,861.00	No

Action #	Title	Description	Total Funds	Contributing
	maximize retention, and increase diversity in the certificated, classified, and management workforce	• Grow talent from within • Hold MCS Job Fairs for community outreach and employer branding Diversity of Workforce • Increase diversity of the MCS workforce Data-driven Talent Management • Establish data management collection systems		
4	5.4 Improve communication and collaboration within and between Human Resources and other departments and sites to better meet the District's vision, mission, values, and strategic goals	Build Management Employee Capacity • Create and implement management HR-based professional development modules to increase managers' skills and build capacity HR Process Efficiency • Utilize online vendors to create digital forms and workflows to expedite processing time and provide user convenience for improved customer service • Create an HR Manual of operation procedures HR Customer Service • Create and launch surveys to establish a baseline for feedback on improvements for HR services	$0.00	No

Goal Analysis [2021-22]

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

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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
26.98%	$70,873,089

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.

Students identified as unduplicated (Foster Youth, English Learners, and Low-Income) students equal 76.2% of our students (87.76 % at K-8 and 67.89% at 9-12). We believe our number is actually higher. Although we have made concerted efforts to assist families in turning in their Free and Reduced Lunch applications, many are still hesitant to do so, especially at the high school level. Modesto City Schools is strategically targeting resources to improve student outcomes for all students, but they are principally directed toward our high population of unduplicated students. The District's overarching goal of increasing performance and closing the achievement gap of underserved students is focused on providing services in the eight state priority areas. While all students may benefit, actions and services are directly related to our unduplicated students.

Targeted areas include:
1. Increasing staffing and services to meet the needs of our struggling students and families by increased social-emotional supports and parent outreach.
2. Upgrading our technology infrastructure and facilities to provide safe learning environments that engage and support student learning. Providing students access to technology is key to their development of 21st Century skills.
3. Providing structured training to staff to increase knowledge of new standards, implementation of effective instructional strategies (specifically for unduplicated students), and social-emotional learning.
4. Providing enrichment opportunities that our socio-economically disadvantaged (SED) students, and other targeted groups, may not have access to in their home environment.
5. Increasing remediation, credit recovery, and after-school programs to support struggling learners.

All of the plans were developed specifically with unduplicated students as the focus with the benefit to all students.

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

Analysis of the 2019-2020 LCAP and the 2020-2021 LCP planned actions and services provided stakeholders with the ability to identify services and supports to help meet the goals for our unduplicated students. Specific details regarding our efforts are outlined below:

Many of our schools are located in neighborhoods of high poverty and crime. Many city parks are unsafe to play in, as well as lack of safe walking routes to school. Issues with school break-ins, stolen equipment, and vandalism create an unsettled environment. A safe learning environment is needed to maximize effective use of instructional minutes, allow students to have a sense of belonging at their school, and is directly correlated to student achievement. It is the District's belief that our unduplicated students are our most fragile population and are greatly impacted by disruptions during, before, and after school. We place great emphasis on expanding safety systems and improved facilities that are clean, welcoming, and encourage attendance. The following actions provide improved and new services:
- Maintain staff and programs to improve facilities and safety (4.3)
- Maintain camera systems (4.3)
- Maintain or increase night patrol staff (4.3)

School culture is vital for learning. Research supports that decreased discipline referrals are correlated with higher achievement. In viewing our discipline data, our student groups continue to have a gap in the area of suspensions. A district-wide initiative to reduce discipline and create positive school culture was enhanced through supplemental and concentration funds to address our student group needs. This initiative will be part of our continued plan. The following services promote this plan:
- Providing training on Cultural Competency, Restorative Practices, and Positive Behavior and Intervention Systems (2.1)
- Providing social-emotional supports and Restorative Practices trained teachers to our 7-12 intervention rooms (1.4)
- Provide funds to reinforce positive behaviors (1.4)
- Increased afterschool programs for enrichment and remediation at the K-8 levels (1.4, 1.5)

Training for all staff is essential for the ability to provide quality lessons and instruction. The following services promote professional development:
- Professional development with a focus on working with English Learner students (2.1)
- Professional development to increase all staffs' skills and capabilities (2.1)
- Leadership professional development to build capacity (2.2)
- Staff to support professional development (2.2)
- Restorative Practices Training (2.3)

Our unduplicated students have limited access to consistent technology outside of school. With all students being provided a computer to access their online learning this past year, the District was able to gain knowledge to help address the inequities encountered by our unduplicated students. Research has shown the English Learners and SED students are positively impacted when technology is used to

teach concepts. Providing at-risk students digital curriculum is beneficial due to the embedded scaffolding. Students can have text read aloud to them or assist students with the translation of the curriculum. The following actions are directly related to meeting the needs of our subgroups to have technology access and using it proficiently:

- Upgrade infrastructure for technology (3.5)
- Provide a common computer device for all students (3.5)
- Support an elementary computer literacy program (1.1)
- Provide training on the effective integration of technology in lessons (2.2)
- Provide staff to support the technology needs of students and families (3.5)

The District recognizes our underserved students often come from homes of parents who feel disenfranchised with the educational system. Therefore, concerted efforts were made to improve services through outreach to our families of our underserved students:

- Resources for parent involvement (3.3)
- Parent Ambassadors (3.3)
- Parent Leadership classes (3.3)
- English as a Second Language Classes (3.3)
- Expand communication methods to reach all parents (3.2, 3.3)

We expanded and improved services for our English Learners to meet their unique needs. The LCAP provides the following staffing and supports to maintain a successful program:

- Provide above the base funded positions to increase translators (1.3, 3.3)
- Bilingual Language Development Specialists (1.3)
- Staffing to support the English Learner department (1.3)
- Maintain/Expand our Dual Language Academy (1.3)
- Paraprofessionals for the Language Institute (1.3)
- Guidance counseling for Language Institute students (1.3)
- PD for teachers of English Learners (2.1)
- Expanding MTSS to additional sites (1.4)

Our unduplicated students have greater instructional needs. The District responded by adding additional remediation opportunities and providing focused PD on strategies for struggling learners. These students need additional assistance in learning about career and post-graduation options. While all students benefited, the increased actions were directed at our SED, EL, and Foster Youth:

- Provide PD on effective instructional strategies for student groups to staff (1.1, 2.1)
- Supplemental instructional materials aligned with the standards (1.1)
- Provide curriculum coaches and instructional coaches (1.1)
- Assist with test registrations for SAT, AP, and IB (1.2)
- Support for AVID (1.2)
- Middle College to allow SED students to earn high school and college credits simultaneously (1.2)
- Fund CTE courses targeted for increase enrollment by SED students (1.2)
- Expand summer school offerings for remediation (1.4)

- Provide full-day transitional kindergarten and kindergarten (1.1)
- Increase G230 to all high school campuses (1.4)
- Foster Youth/Homeless Liaisons (1.4)

Additional staff to provide guidance and social-emotional supports allow more students to access academic and mental health counseling. Many of our unduplicated students have medical needs that also require attention. These services were targeted due to the high percentage of unduplicated students, but all students benefit:
- Provide nursing staff (1.4)
- Expand social-emotional supports (1.4)
- Maintain health clerks for elementary and Elliott Alternative High School (1.4)
- Provide guidance counselors (1.2)
- Maintain college counselors (1.2)
- Maintain HR staff to meet hiring needs (5.3)

Our SED students, our greatest percentage of unduplicated students, have limited access to visual and performing arts and enrichment opportunities. These students have limited experiences outside their neighborhoods. Research supports that student achievement increases with music instruction and with student engagement in enrichment activities. Services and supports in this area include:
- Summer enrichment activities K-8 (1.5)
- Provide visual and performing arts opportunities (1.5)
- Increased access to musical instruments (1.5)
- Outdoor Science Camp (1.5)
- Provide funds for student activities (1.5)
- Junior high athletics (1.5)

Each year data is collected to determine if student outcomes are improving and if services need to be maintained, modified, expanded, or deleted.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$75,649,291.00	$2,266,340.00	$997,258.00	$5,659,889.00	$84,572,778.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$60,860,302.00	$23,712,476.00

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	Ensure Great Instruction First Time	$13,273,598.00	$11,400.00		$311,043.00	$13,596,041.00
1	2	English Learners Foster Youth Low Income	Increase students being identified as "prepared" in the college/career indicators	$12,571,893.00	$575,143.00		$1,358,533.00	$14,505,569.00
1	3	English Learners Foster Youth Low Income	Increase English Learners growth toward English Proficiency	$2,842,158.00			$294,244.00	$3,136,402.00
1	4	English Learners Foster Youth Low Income	Develop a Multi-Tiered System of Support (MTSS) for all students	$15,334,687.00	$1,287,833.00		$1,459,928.00	$18,082,448.00
1	5	English Learners Foster Youth Low Income	Ensure students have access to enrichment activities at all school sites	$3,842,248.00	$86,684.00			$3,928,932.00
1	6	English Learners Foster Youth Low Income	Increase access to general education for students with disabilities					$0.00
2	1	English Learners Foster Youth Low Income	2.1 Increase targeted professional development in the areas of early literacy, mathematics, English Language Development (ELD), effective PLC teams, culturally responsive instruction, and leadership development.	$2,422,274.00	$291,918.00		$1,600,636.00	$4,314,828.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All	2.2 Ensure all staff has professional development in the area of building their capacities as professionals	$1,341,339.00				$1,341,339.00
2	3	English Learners Foster Youth Low Income	2.3 Ensure training is available to support students in their development of MCS Character Traits	$55,382.00				$55,382.00
3	1	All	3.1 Implement the recommendations identified through the Safety Task Force	$1,876,394.00				$1,876,394.00
3	2	All	3.2 Promote outstanding students, families, staff, programs, schools, and community partners					$0.00
3	3	All	3.3 Increase regular two-way communication with stakeholders regarding student progress and other important issues	$287,950.00			$120,447.00	$408,397.00
3	4	All	3.4 Improve customer service for students, families, staff, and community to support welcoming school environments	$1,655,572.00		$170,532.00	$515,058.00	$2,341,162.00
3	5	English Learners Foster Youth Low Income	3.5 Improve operational efficiencies through the use of technology, and improve network infrastructure	$17,420,307.00	$13,362.00			$17,433,669.00
4	1	All	4.1 Implement sustainable plan for the budget under the Local Control Funding Formula	$89,627.00				$89,627.00
4	2	All	4.2 Engage stakeholders in a District Budget Committee process					$0.00
4	3	All	4.3 Invest in school facilities and infrastructure for safe and clean facilities	$2,273,001.00		$826,726.00		$3,099,727.00
4	4	All	4.4 Plan and implement short and long-term strategies to decrease declining enrollment					$0.00
5	1	All	5.1 Create a District culture of valuing all employees to facilitate hiring and maximize retention					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	**2**	All	5.2 Strengthen partnerships with local teaching, training, and employment programs					$0.00
5	**3**	All	5.3 Expand recruiting and hiring processes to provide support, maximize retention, and increase diversity in the certificated, classified, and management workforce	$362,861.00				$362,861.00
5	**4**	All	5.4 Improve communication and collaboration within and between Human Resources and other departments and sites to better meet the District's vision, mission, values, and strategic goals					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$67,762,547.00	$75,053,271.00
LEA-wide Total:	$67,762,547.00	$75,053,271.00
Limited Total:	$2,842,158.00	$3,136,402.00
Schoolwide Total:	$64,920,389.00	$71,916,869.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Ensure Great Instruction First Time	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools ECE / TK	$13,273,598.00	$13,596,041.00
1	2	Increase students being identified as "prepared" in the college/career indicators	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,571,893.00	$14,505,569.00
1	3	Increase English Learners growth toward English Proficiency	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,842,158.00	$3,136,402.00
1	4	Develop a Multi-Tiered System of Support (MTSS) for all students	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,334,687.00	$18,082,448.00
1	5	Ensure students have access to enrichment activities at all school sites	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,842,248.00	$3,928,932.00
1	6	Increase access to general education for students with disabilities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00
2	1	2.1 Increase targeted professional	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$2,422,274.00	$4,314,828.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		development in the areas of early literacy, mathematics, English Language Development (ELD), effective PLC teams, culturally responsive instruction, and leadership development.		Low Income			
2	3	2.3 Ensure training is available to support students in their development of MCS Character Traits	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$55,382.00	$55,382.00
3	5	3.5 Improve operational efficiencies through the use of technology, and improve network infrastructure	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$17,420,307.00	$17,433,669.00

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.