



CLOVIS

U N I F I E D

SCHOOL DISTRICT

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
Clovis Unified School District	Eimear O'Farrell Superintendent	eimearofarrell@cusd.com 559-3279000

Plan Summary [2021-22]

General Information

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

Clovis Unified School District (CUSD) became a school district upon unification in 1960 with just over 5,037 students attending in the 1960-61 school year. Today CUSD is a district of more than 42,000 students and 6,400 employees covering an attendance area of 198 square miles of the San Joaquin Valley. The district boundaries include most of the City of Clovis, 20% of Fresno and a small portion of unincorporated Fresno County. CUSD is comprised of 5 high schools, 5 intermediate schools, 34 elementary schools, 4 alternative education schools, 1 adult school, 1 online charter school, the Center for Advanced Research and Technology (CART), and 1 outdoor and environmental education school. CUSD enrollment is comprised of 35.9% White, 39.2% Hispanic, 14.9% Asian, 3.2% African American, and 6.8% other. 45% of the students are Socioeconomically Disadvantaged, 8.11% are Special Needs, 4.58% English Learners, 0.19% Homeless, and 0.47% Foster Youth. CUSD strives to be America's benchmark for excellence in education. Our mission puts action to this vision. Our efforts

should be focused on the creation of a quality educational system that meets the academic, physical and social needs of our students and inspires them on to greater success. Our mission is, “To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit.” In the words of CUSD’s founding Superintendent Doc Floyd B. Buchanan, “Our philosophy is very simple: A fair break for every kid.” In Clovis we know that every child can learn and that we can teach and meet the educational needs of ALL children.

Reflections: Successes

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

Clovis Unified has worked continuously over this last year to implement the Learning Continuity Plan and continued the work using the prior year’s approved LCAP. The district has a well-established strategic plan, aligned to the LCAP, that we used to guide us. District townhall meetings and site meetings were held across the district to communicate with our community and to gather feedback from all stakeholders. Surveys were conducted in the spring. The 2019-2020 and 2020-2021 school years have proven to have their challenges. Our staffs worked tirelessly to meet the individual needs of our students during these difficult times. Due to COVID-19, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. Looking historically at our data, we have been making progress overall and with our unduplicated students. A review of the local data and the California School Dashboard reveal much success within Clovis Unified. The 2019 Dashboard (the latest figures available to us) revealed the following successes:

In the area of Academic Progress:

- English Language Arts: Overall Blue with 51.3 points above standard and an increase of 5.7 points
- Mathematics: Overall Green with 16.6 points above standard and an increase of 3.6 points
- English Learner Progress: 56% making progress towards English language proficiency (Progress Level: High)
- College/Career: Overall Green with 68.8% prepared and an increase of 6%

In the area of Academic Engagement:

- Graduation Rate: Overall Green with 94.5% graduated and maintained 0.5%
- Chronic Absenteeism: Overall Yellow with 7.1% chronically absent and maintained 0.3%

In the area of Conditions and Climate:

- Suspension Rate: Overall Yellow with 3.7% suspended at least once and maintained -0.2%

All local indicators for the California School Dashboard were reported as met.

We experienced success with our unduplicated student counts (FY, LI, and EL) over the last three years in important metrics we use to measure success with our actions and services. These metrics include academic success, attendance, graduation rates, and suspension data. Below are the details for these metrics for each of our significant student groups:

(Academics): Data were gathered from the California Dashboard. ELA: Clovis Unified grew overall with increases 2 out of 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall maintained its status with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.

(Attendance): The metric we use for attendance is chronic absenteeism. According to data in DataQuest, CUSD is below County and State averages for chronic absenteeism (2019: CUSD: 8.0%, Fresno County: 12.5%, California: 12.0%) and showed a modest decrease from the 2017-2018 school year from 7.9% to 7.4%. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%).

(Graduation): According the Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. Our EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data pulled from DataQuest demonstrate a 3-year growth of 4% for foster youth.

(Suspension): According to data on the Dashboard, CUSD reduced suspensions across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups, all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019.

Clovis Unified plans to maintain and build upon our success over the last three years. We are moving forward with many actions that have proven to bear fruit through our efforts. We will build upon our successes by adding increased instructional time during the school day for students as well as expanding learning opportunities outside of the school day. Clovis Unified is keenly aware of the effect of the pandemic on our students and that some students have experienced learning loss. We know that to continue our success, more time must be dedicated to student learning. We are expanding actions that provide intervention time in the areas of math and literacy. Students at the secondary level will have more opportunities for credit recovery to keep them in alignment with the trajectory to graduation, which will support increased graduation rates. We have had success with increasing diagnostic assessments and targeted instruction in mathematics and will expand that program to include ELA in the coming year. Professional learning has been a factor in our success over the last few years and we will continue to offer our staffs the most relevant training to meet the unique learning needs of our students with a focus on increased supports for our unduplicated students and for students most affected by the pandemic.

With California's accountability system through the Dashboard, school districts throughout the state qualified for Differentiated Assistance requiring additional support for identified areas. Clovis Unified partners with Fresno County Office of Education to support our student groups identified for Differentiated Assistance. Clovis Unified used to be in Differentiated Assistance for students with disabilities because of the red designation in graduation rate and suspensions. With growth from the 2018 to 2019 school year, our district exited differentiated assistance for these students. We count our work with students with disabilities to be a success over the last few years. Using the 2019 Dashboard, two groups have been identified to be in need of Differentiated Assistance: foster youth and homeless. We are making progress with both groups as measured by the Dashboard. The following data supports our success in Differentiated Assistance over the last two years:

Foster Youth:

2019 Graduation Rate: Increased 7.5%
2019 Chronic Absenteeism: Increased 1.6%
2019 Suspension: Maintained .2%
2018 ELA: Increase 11.1%
2018 Math: Increase 21.9 points

Homeless:

2019 Graduation: Maintained .4%
2019 Chronic Absenteeism: Increased 1.9%
2019 Suspension: Maintained .2%
2019 College Career: Maintained .8%
2018 ELA: Increased 2.3 points
2018 Math: Increased 7.4 points

We have accelerated efforts in our work with Differentiated Assistance, specifically with work in our Student Services and School Attendance (SSSA) office. The SSSA office is our point of contact for all things homeless and foster youth. The SSSA Intervention Team handles case management, needs assessments, and school placements. They provide educational supplies to students and coordinate transportation to be sure that students have access to the school and the curriculum. Attendance officers assigned to these students make individual contact, implement attendance interventions, and communicate with all relevant stakeholders. We offer our foster and homeless students tutoring opportunities and 1:1 social-emotional check ins. To continue our success, we are expanding services offered to these students in the coming year. We plan on hiring a community liaison who would serve group homes and would help learn the specifics of the house schedule, the staff, and the youth. They would help identify needs and implement and monitor homework schedule, build relationships with the students, and help support educational growth. We will develop a by-appointment tutoring program to provide online and in person support 1:1. We also plan to connect our students to community mentors.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on CUSD's 2019 Dashboard results. Although we've experienced success in "All" categories, the Dashboard demonstrates that the district needs to improve significantly across multiple Dashboard indicators and for some student groups.

Clovis Unified currently has no state indicators for which overall performance (“All” students) was in the Red or Orange categories. All local indicators were labeled as “met” for the 2020-2021 school year.

The following student groups fall two or more performance levels below “All” students:

ELA: Blue-All; Yellow-Students with Disabilities, EL; Orange-FY and Homeless

Math: Green-All; Orange-Homeless; Red-FY

College Career: Green-All; Orange-FY, Homeless

Chronic Absenteeism: Yellow-All; Red-American Indian, Homeless

Graduation Rate: Green-All; Orange-African American; Red-Students with Disabilities

Suspension: Yellow-All; Red-FY, Homeless

Note: When discussing student group data, it is important to acknowledge the high degree of overlap within groups. A student can exist within two or more subgroups. For example, a student could be African American, Foster Youth, and have a disability.

Clovis Unified extends its commitment to our unduplicated significant subgroups through actions and services in the 21-22 through 23-24 LCAP. We learned over the last few years that technology-access was a struggle for our SED students, along with our homeless and foster youth students. They were the students of greatest need when we surveyed students and parents and distributed devices and hotspots. We have included a new action/service in this LCAP to specifically meet this need. We have designated \$3,066,370.00 for this. We know that students have more access to the additional resources with internet access at home and are able to communicate more effectively with their teacher and school. We have implemented iReady in our schools with this LCAP and students have the opportunity to access individualized, targeted lessons when they have full-time access to technology.

Foster Youth and Homeless students are a focus area in our district. We are currently receiving Differentiated Assistance for these groups because of academic gaps in academic areas and for chronic absenteeism (homeless). This LCAP will fund personnel at our Student Services and School Attendance (SSSA) Department. These personnel directly support the foster youth and homeless students. To work with foster youth and homeless, the SSSA office employees an Assistant Director, and Intervention Guidance Learning Specialist (GLS) and an administrative assistance. The LCAP also funds six attendance officers who support these students. The SSSA Intervention Team manages cases, makes individual family contact, conducts needs assessments, coordinate transportation, and provides educational supplies to students. The attendance officers make individual family contact, conduct needs assessments, offer transportation, implement attendance interventions, and coordinate communication among stakeholders. SSSA sponsors tutoring opportunities for foster youth and homeless students. They provide 1:1 social-emotional check-ins and act as liaisons for the group homes within our district. With funding for the upcoming years, the Differentiated Assistance team plans to implement the following actions:

- *Hire hourly community liaisons who would serve each group home and would learn the specifics of the house schedule, the staff, and the youth. They would help identify needs and implement and monitor homework schedule, build relationships with the students, and help support educational growth.

- *Develop a by-appointment tutoring program to provide online or in-person support.

- *Utilize specifically trained support staff or peer counselors to check-in regularly with each youth.

- *Increase connections to community mentors.

- *Provide financial support to maintain the work of the attendance officers.

For students with disabilities (SWD), there are actions and supports to meet their unique needs. We plan to expend \$92,445,886.00 per year through the LCAP to support students with disabilities and implement the actions within their IEPs. We also plan to bolster support for SWD at the SSSA office with a program specialist who focuses specifically on SWD and students who are homeless and in foster care. We plan to hire mentors and tutors at the alternative sites to work with SWD to extend opportunities for 1:1 support. These are new actions in the LCAP.

Our work with EL students is important. With this LCAP, we plan to expand the offerings for our EL students, offering them more support and additional time to achieve grade level standard. We are expanding administrative services for our EL department, hiring a Learning Director on Special Assignment to coordinate districtwide services, testing requirements, and professional development activities for these students. We are planning to extend the school day by offering outside of school opportunities for intervention classes. We provide targeted language instruction for students in secondary schools with identified EL teachers. We also plan to offer summer school specific to our EL students, targeting their unique learning needs with additional time outside of the regular school year.

We know that our SED students, EL students, foster youth, homeless, and SED students struggled with the unique learning methods that we employed during the COVID-19 pandemic. Our data historically shows that these students underperform ALL students when measured by state and local assessments. We have specifically expanded our actions and services in place to offer interventions before and after school and to offer additional intervention classes during the school day, specifically for these students. We also have in place our Transition Team members (multiple personnel assigned to unduplicated students in each area of the district) to meet the social-emotional and academic needs of students and to connect them with activities and resources at the school sites that will help them more likely succeed in school.

LCAP Highlights

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

Listed below is a summary of the proposed additions to the 2021-2024 LCAP as compared to the prior year LCAP.

Supplemental Funding Projection for 2021-22:

- 48.85% single year unduplicated pupil percentage, 50.11% three-year rolling average
- LCFF Supplemental Grant Fund Allocation increases of 2.7 million dollars when compared to the 2020-21 allocation.

Recommended additions to the 2021-24 LCAP Actions and Services include:

- Addition of Student Health Center funding
- Increased access to technology
- Coordinator of EL services
- Addition of iReady reading and supplemental literature

- Addition of push-in teacher and intervention time for elementary
- Secondary site intervention stipends (4 intermediate and 6 high school)
- Addition of Area Coaches to support professional development in math ELA, and technology
- District Lead Counselor
- Addition of Director of LCAP
- Personnel for Student Services and School Attendance for Foster and Homeless support

It is recommended that almost all Actions and Services remain in place.

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.

Clovis Unified has three schools that have been identified for Comprehensive Support and Improvement (CSI): Clovis Community Day Secondary, Gateway High School and Pinedale Elementary are all continuing their work with CSI this year.

Support for Identified Schools

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

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders and representatives from the central office contribute to the development, implementation, monitoring, and evaluation of CSI plans. Needs assessments are conducted annually by the CSI schools with frequent follow up of needs throughout the school year. There are a variety of data points used by the school sites during this needs assessment process. Historical CAASPP results, which were used as a basis for determining eligibility for CSI, are also used during the needs assessment. The district provides Data Insights, a continuously updated report dashboard with prebuilt reports designed to be relevant and actionable, which is used by the sites on an ongoing basis to monitor multiple aspects of student data, including SBAC results, attendance, behavior, graduation rate, and college/career readiness. The district supports schools in using these high stakes data points to determine goals and next steps for improvement.

The district also provides local assessments that measure student growth throughout the year. For example, the district provides Math and Language Arts formative assessments called iCAM and iCAL to monitor student progress towards achieving the adopted standards. The Illuminate system provides a variety of reports allowing the school a rich variety of output of results to make the data actionable. The district values the input of a variety of stake holders when making decisions at the school site level. The district provides various surveys (Parent SART, Student LCAP, Faculty/Staff Climate Assessment, Senior Survey, Parent Title I) to gather feedback from a representation of groups served. The results of these surveys are used to keep a pulse of needs perceived by all stake holders. Survey data along with qualitative comments form the basis of in person conversations held at the school sites during parent SART, SSC, ELAC meetings as well as staff and district leadership meetings. It is at these meetings that needs assessments come to fruition.

Site leaders collaborate to identify appropriate interventions, actions, and strategies to support student achievement. The CSI Team assists in identifying appropriate evidence-based interventions. The CSI Team will utilize a SPSA Supplemental and Support Resources guide which includes a menu of options that can be selected based on the needs of the site. The menu includes central office supports that are researched based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the CSI Team consults with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at each site as uncovered by the needs assessment and correlating data. The district created Data Insights was used to disaggregate data to determine area that may require follow up targeting. These targets help form the basis of resource inequities. Data from multiple district created surveys was used to gather stakeholder feedback from staff, students, and parent/guardians to identify perceived inequities. This along with follow up in person meetings was used to dig deeper into the root cause of those inequities. A review of budgets and how resources are targeted was used to verify funds are directed towards addressing any inequity.

Monitoring and Evaluating Effectiveness

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

The CSI team works directly with sites to ensure monitoring and evaluation of the School Plans for Student Achievement (SPSA). Implementation monitoring and the evaluation of effectiveness occurs in 6-8 week cycles utilizing a 6-8 week plan to document goals, expected outcomes and actions with correlated metrics to support measuring action effectiveness. Site leaders monitor of actions and progress.

Upon completion of the 6-8 week cycle, plans are reviewed and evaluated by site and district leaders. Plans are evaluated by examining the level of action effectiveness in alignment with the correlating site metrics which are differentiated in SPSAs based on the site needs assessment. Based on the results, site leaders begin the next 6-8 week cycle, determining areas of focus as pertained to the site plan. Site and district leaders conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including but not limited to, additional data monitoring and action implantation assistance. District leadership provides support with monitoring to ensure sites have the data and resources needed to implement actions. For monitoring of graduation rate schools can track student performance with regards to college/career readiness using Data Insights and can track individual student credit completion. For monitoring of student academic performance the district provides multiple assessments with actionable reports viewed by teachers, site and district leadership to monitor student growth. In addition to these things the district considers suspension/expulsion data, attendance, behavioral, parent climate and LCAP survey data in addition to California Dashboard data. Clovis Unified will analyze the data to ensure all underperforming groups are making adequate progress and are closing the achievement gaps. These data points are presented at SART, SSC and ELAC meetings to different parent groups. Parents are an integral component in monitoring progress and evaluating effectiveness.

The LEA will review CA School Dashboard, the district created Data Insights for Pinedale Elementary, Gateway High School (Continuation) and Clovis Community Day School Secondary to evaluate the overall effectiveness of the CSI plan to support student and school improvement. The CUSD Data Insight visualizations will be utilized for ongoing and frequent monitoring of the CSI plan. Data visualizations have been created to monitor student group performance on: CAASPP, suspensions, chronic absenteeism and the College and Career Indicator. Policies and practices may be modified to improve student outcomes in schools meeting the criteria for CSI.



Stakeholder Engagement

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

Due to COVID-19, the 2020-21 LCAP was suspended. In its place, was the Learning Continuity and Attendance Plan. That plan was approved by the Governing Board in September 2020. Our community of parents, students and employees were informed of the District's adoption of the LCP through a district-wide phone call to homes, in the monthly newspaper CUSD Today, at site and district meetings and on the District's website. Stakeholders were invited to submit ongoing suggestions and feedback for the current plan and other potential needs for consideration on the district website. Feedback for the development of that plan was gathered from the Spring 2020 to the Fall. Development of the 2021-24 LCAP took place throughout the school year.

Following several months of work to implement the LCAP's and LCP's actions and services, District and school leaders held well over 100 stakeholder engagement meetings during October, November, December 2020, and January, February, March, April and May 2021 to gather input (including meetings at every school site in the District) to gather input. Parents were invited to participate at these meeting via telephone calls, Peach Jar, the district website, Facebook posts, and emails in multiple languages. All sites discussed the LCAP at their quarter one and three SSC and ELAC meetings, site level student meetings, School Assessment Review Team (SART) and Parent Teacher Club (PTC) meetings in March, April, and May. These meetings included parents, students, classified and certificated employees and community members. Each stakeholder group is encouraged to share recommendations and considerations for improvement. Meetings focused on the CUSD infographic and effective strategies to meet the needs of our student groups including at-risk students, English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Site Principals and Leadership teams provided input at their principal meetings held throughout the 2020-2021 school year. Parents and students were asked to provide their feedback on a district wide survey that was administered in January and March. Meeting feedback is analyzed and recommendations for action/service modifications are considered by district leadership.

In addition to regularly scheduled parent advisory and employee meetings, outreach specific to special interest areas including Special Education parents, Foster Youth, Governing Board members, represented employee groups (i.e. Faculty Senate Teacher Advocate Group, Classified Unit Business Support Senate, and CSEA Chapter 250), Citizen's Oversight Committee members, student advisory and leadership teams, site and District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and parents of Native American Indian students occurred. The LCAP was specifically discussed at DAC meetings held on September 1, 2020, October 27, 2020, November 18, 2020, January 12, 2021, March 2, 2021, April 20, 2021, and May 4, 2021. it was presented to the DELAC parents at meetings held on September 1, 2020, October 27, 2020, November 18, 2020, January 12, 2021, March 2, 2021, April 20, 2021, and May 4, 2021. The draft LCAP was presented in its entirety to the DAC committee on May 4, 2021. The draft LCAP was presented in its entirety to the DELAC committee on May 4, 2021. A letter was sent to these committees in response to the comments and suggestions on May 6, 2021. LCAP information was shared with CSEA, CUBSS, and Faculty Senate (bargaining units/ employee groups) on April 12, 2021 and feedback was gathered through a survey process.

Stakeholder Engagement Feedback:

- Parents (Fall 2020, survey; LCAP Parent Advisory Nights: January 25, 2021 and April 12, 2021, virtual meetings)

- DAC (September 1, 2020, October 27, 2020, November 18, 2020, January 12, 2021, March 2, 2021, April 20, 2021, and May 4, 2021; virtual meetings)
- DELAC (September 1, 2020, October 27, 2020, November 18, 2020, January 12, 2021, March 2, 2021, April 20, 2021, and May 4, 2021; virtual meetings)
- Pupils (Spring 2021; virtual meetings)
- Bargaining Units Certificated (April 12, 2021; virtual meeting and survey)
- Bargaining Units Classified (April 12, 2021; virtual meeting and survey)
- Teachers (Meetings held between January 2021 and April 2021; in-person meetings and virtual)
- Other Employees (Meetings held between January 2021 and April 2021; in-person meetings and virtual)
- Administration (Fall, 2020; Spring 2021; in-person and virtual meetings)
- Community: (Monthly PTC meetings held at sites; SSCs and ELAC meetings held in the Fall 2020 and Spring 2021)
- SELPA meetings (Held bi-weekly in the Fall and Spring of 2020-21)
- Public Comment Period (May 12-May 19, 2021; Draft LCAP available online or from school site; online comments made available)
- Public Hearing Date (May 19, 2021 @ 6:45pm)
- LCAP and Budget Governing Board Approval Date (June 9, 2021)

A summary of the feedback provided by specific stakeholder groups.

Annually, Clovis Unified surveys its students and parents to gather feedback and help us audit the services we provide our students. Survey data is used to inform the decision-making process, including the development of the LCAP. Surveys are taken each spring. The following are some of the results from the surveys for consideration:

Parents:

This school provides a quality education for my child. (overall: 92%; elementary: 94%; intermediate: 90%; high school: 92%)

My child's reading skills are improving. (overall: 82%; elementary: 87%; intermediate: 73%; high school: 78%)

My child's writing skills are improving. (elementary: 84%; intermediate: 73%)

My child's mathematics skills are improving. (overall: 84%; elementary: 86%; intermediate: 79%; high school: 81%)

My child's social science skills are improving. (high school: 79%)

My child's science skills are improving. (high school: 81%)

The school has provided my child with counseling and guidance information regarding college admission and/or career planning. (high school: 79%)

School personnel and site safety procedures are in place to maintain a safe and secure school environment for my child. (overall: 81%; elementary: 85%; intermediate: 77%; high school: 78%)

This school communicates the importance of respecting all cultural beliefs and practices. (overall: 80%; elementary: 85%; intermediate: 76%; high school: 75%)

Character building (e.g. Positivity Project, Character Strong, and Second Step) is an important part of the educational program at this school. (overall: 82%; elementary: 90%; intermediate: 73%; high school: 70%)

The school-to-home communication meets my needs as a parent. (emails, newsletters, phone calls, Facebook, Remind, Twitter, Peachjar, Parent Connect, etc.) (overall: 90%; elementary: 90%; intermediate: 87%; high school: 89%)

This school has a positive school climate. (overall: 87%; elementary: 92%; intermediate: 82%; high school: 81%)

I know how to get help for my child if they are struggling in school. (overall: 81%; elementary: 83%; intermediate: 77%; high school: 80%)

This school has adults who care about students. (overall: 91%; elementary: 95%; intermediate: 87%; high school: 86%)

The buildings and grounds are maintained at this school. (overall: 90%; elementary: 93%; intermediate: 82%; high school: 90%)

How much do you agree that your school values your race or ethnicity? (overall: 73%; elementary: 77%; intermediate: 67%; high school: 67%)

The staff at my school respects the differences in students' race, ethnicity, or cultural background. (overall: 76%; elementary: 80%; intermediate: 69%; high school: 70%)

The school does a good job of handling and resolving conflicts between students regarding race, culture, or ethnicity. (overall: 50%; elementary: 53%; intermediate: 45%; high school: 49%)

Indicate how you feel about the district dress code. The dress code should be:

A) Left as is (overall: 55%; elementary: 55%; intermediate: 58%; high school: 53%)

B) More Strict (overall: 7%; elementary: 6%; intermediate: 0%; high school: 12%)

C) Less strict (overall: 26%; elementary: 26%; intermediate: 27%; high school: 24%)

D) No code (overall: 1%; elementary: 0%; intermediate: 2%; high school: 2%)

E) No opinion (overall: 12%; elementary: 13%; intermediate: 12%; high school: 9%)

I have attended (virtually) one school meeting. (for example an Open House, Back to School Night, SART, School Site Council (SSC), IDAC, DAC, ELAC, parent-teacher conference, etc.)

- A) Yes (overall: 70%; elementary: 78%; intermediate: 66%; high school: 55%)
- B) No (overall: 30%; elementary: 22%; intermediate: 34%; high school: 45%)

To what extent has your child developed skills in the use of technology at school as part of his or her educational program? (For example, internet, computers, laptops, tablets, electronic communications, etc.)

- A) A great amount (overall: 54%; elementary: 60%; intermediate: 51%; high school: 45%)
- B) A fair amount (overall: 37%; elementary: 33%; intermediate: 39%; high school: 42%)
- C) Not very much (overall: 6%; elementary: 4%; intermediate: 7%; high school: 8%)
- D) Not at all (overall: 1%; elementary: 1%; intermediate: 2%; high school: 2%)
- E) Do not know (overall: 2%; elementary: 2%; intermediate: 2%; high school: 3%)

My child has attended or participated (virtually or in-person) in a school or class event, such as a play, performing arts event, sports event, or other school-related activity.

- A) Yes (overall: 57%; elementary: 57%; intermediate: 56%; high school: 58%)
- B) No (overall: 43%; elementary: 43%; intermediate: 44%; high school: 42%)

How well has your child's school communicated information regarding requirements for high school graduation, college admission, and/or career planning? (intermediate: 49%)

Please indicate if your child or children participate in any of the following programs: (Mark all that apply.)

- A) Special Education (overall: 7%; elementary: 7%; intermediate: 6%; high school: 5%)
- B) English Learner (overall: 3%; elementary: 4%; intermediate: 1%; high school: 1%)
- C) Transition Program (overall: 2%; elementary: 1%; intermediate: 3%; high school: 3%)
- D) Free School Lunch Program (overall: 23%; elementary: 25%; intermediate: 22%; high school: 20%)
- E) None of these (overall: 70%; elementary: 68%; intermediate: 72%; high school: 75%)

How many years have you had a child enrolled in the Clovis Unified School District-

- A) Less than 1 year (overall: 8%; elementary: 11%; intermediate: 5%; high school: 3%)
- B) 1-2 years (overall: 12%; elementary: 16%; intermediate: 7%; high school: 6%)
- C) 3-5 years (overall: 28%; elementary: 39%; intermediate: 14%; high school: 14%)
- D) 6-15 years (overall: 43%; elementary: 28%; intermediate: 65%; high school: 59%)
- E) More than 15 years (overall: 8%; elementary: 4%; intermediate: 8%; high school: 17%)

Please indicate if your child participates in any of the following programs:

- A) Career Technical Education (high school: 9%)
- B) AP/Honors (high school: 47%)
- C) CART (high school: 9%)
- D) None of these (high school: 44%)

To what extent has your child had a positive experience with Career Technical Education (CTE). (For example, ROP, CART, Ag Center, CTE Pathways, etc.)

- A) A great amount (high school: 14%)
- B) A fair amount (high school: 10%)
- C) Not very much (high school: 3%)
- D) Not at all (high school: 4%)
- E) Do not know (high school: 7%)
- F) My child or children are not in Career Technical Education class (high school: 62%)

I have accessed my school's Parent Resource Center or Transition Support Team.

- A) A great amount (high school: 11%)
- B) A fair amount (high school: 23%)
- C) Not very much (high school: 19%)
- D) Not at all (high school: 47%)

Students:

What is your current grade level?

- A) Grade 4 (14%)
- B) Grade 5 (15%)
- C) Grade 6 (14%)
- D) Grade 7 (14%)
- E) Grade 8 (15%)
- F) Grade 9 (11%)
- G) Grade 10 (9%)
- H) Grade 11 (9%)

I like my school. (overall: 81%; elementary: 87%; intermediate: 81%; high school: 74%)

My school provides a quality education. (overall: 87%; elementary: 90%; intermediate: 88%; high school: 83%)

My school teaches the importance of respecting all cultural beliefs. (overall: 72%; elementary: 80%; intermediate: 72%; high school: 62%)

My school teaches the importance of good character. (overall: 84%; elementary: 94%; intermediate: 83%; high school: 71%)

My school is a safe place for learning. (overall: 84%; elementary: 92%; intermediate: 83%; high school: 76%)

My school is a welcoming place for students. (overall: 81%; elementary: 91%; intermediate: 79%; high school: 67%)

My school values my race and ethnicity. (overall: 74%; elementary: 78%; intermediate: 75%; high school: 65%)

My school is clean. (overall: 64%; elementary: 70%; intermediate: 59%; high school: 62%)

My school fairly applies school rules. (overall: 73%; elementary: 83%; intermediate: 73%; high school: 60%)

The adults at my school do a good job of resolving conflicts between students regarding culture or ethnicity. (overall: 59%; elementary: 73%; intermediate: 55%; high school: 45%)

Students treat the adults at my school with respect. (overall: 62%; elementary: 73%; intermediate: 57%; high school: 50%)

My school consistently enforces the school dress code. (overall: 74%; elementary: 73%; intermediate: 73%; high school: 75%)

The principal and GIS (or Learning Directors) treat me fairly. (overall: 79%; elementary: 88%; intermediate: 74%; high school: 71%)

Students treat each other fairly. (overall: 48%; elementary: 58%; intermediate: 44%; high school: 37%)

Teachers treat students fairly. (overall: 78%; elementary: 89%; intermediate: 75%; high school: 62%)

Other adults, who work at my school, treat students fairly. (overall: 77%; elementary: 86%; intermediate: 75%; high school: 68%)

My teachers care if I do well in school. (overall: 89%; elementary: 93%; intermediate: 89%; high school: 81%)

My teachers value my ethnicity and culture. (overall: 71%; elementary: 78%; intermediate: 71%; high school: 62%)

My ethnicity and culture is represented in the curriculum used in my class(es). (overall: 51%; elementary: 55%; intermediate: 49%; high school: 45%)

My teacher makes class lessons interesting. (overall: 66%; elementary: 79%; intermediate: 65%; high school: 50%)

My teacher connects class lessons with real life. (overall: 70%; elementary: 79%; intermediate: 70%; high school: 57%)

I know my words and actions can affect others in a positive or negative way. (overall: 95%; elementary: 94%; intermediate: 96%; high school: 96%)

I get along with students who are different from me. (overall: 87%; elementary: 87%; intermediate: 84%; high school: 87%)

Students in my school care about each other. (overall: 54 %; elementary: 66%; intermediate: 47%; high school: 44%)

I am able to pay attention and follow directions. (overall: 84%; elementary: 87%; intermediate: 83%; high school: 81%)

I am able to work independently. (overall: 87%; elementary: 85%; intermediate: 88%; high school: 89%)

I am able to set and work toward personal goals. (overall: 84%; elementary: 82%; intermediate: 83%; high school: 83%)

I know if I work hard, I can improve. (overall: 95%; elementary: 95%; intermediate: 95%; high school: 94%)

I know when learning gets hard, I can improve with practice and support. (overall: 90%; elementary: 91%; intermediate: 89%; high school: 88%)

I feel like I am a part of my school. (overall: 87%; elementary: 92%; intermediate: 85%; high school: 78%)

My school provides good after school programs. (overall: 78%; elementary: 80%; intermediate: 74%; high school: 79%)

Teachers care if I am absent from school. (overall: 76%; elementary: 79%; intermediate: 78%; high school: 67%)

I can get help at school when I need it. (overall: 94%; elementary: 96%; intermediate: 94%; high school: 93%)

Do you attend After School Education and Safety Programs (ASES) at your school?

A) Yes (17% of elementary students)

B) No (83% of elementary students)

My school provides good After School Education and Safety Programs (ASES). (93% elementary)

Have you participated in any co-curricular activities (e.g., activities that take place after school, clubs, sports, etc.)?

A) Yes (overall: 66%; elementary: 64%; intermediate: 62%; high school: 75%)

B) No (overall: 25%; elementary: 24%; intermediate: 30%; high school: 21%)

C) Don't Know (overall: 9%; elementary: 12%; intermediate: 8%; high school: 4%)

Within the following categories, which would you say best fits the co-curricular activities you participated in? (Mark all that apply)

A) Visual and Performing Arts (overall: 39%; elementary: 43%; intermediate: 37%; high school: 33%)

B) School Athletics (overall: 63%; elementary: 66%; intermediate: 64%; high school: 59%)

C) Curricular (overall: 15%; elementary: 19%; intermediate: 11%; high school: 13%)

D) Clubs (overall: 18%; elementary: 12%; intermediate: 14%; high school: 30%)

E) Other (overall: 22%; elementary: 27%; intermediate: 19%; high school: 15%)

Are you in special education?

A) Yes (overall: 5%; elementary: 8%; intermediate: 3%; high school: 2%)

B) No (overall: 95%; elementary: 92%; intermediate: 97%; high school: 98%)

My school provides enough support for special education students.(overall: 90%; elementary: 90%; intermediate: 91%; high school: 90%)

Are you an English Learner (EL) student?

A) Yes (overall: 16%; elementary: 23%; intermediate: 13%; high school: 8%)

B) No (overall: 84%; elementary: 77%; intermediate: 87%; high school: 92%)

My school provides enough support for English Learner (EL) students. (overall: 91%; elementary: 91%; intermediate: 92%; high school: 92%)

Are you in GATE?

A) Yes (overall: 4%; elementary: 6%; intermediate: 4%; high school: 3%)

B) No (overall: 96%; elementary: 94%; intermediate: 96%; high school: 97%)

My school provides enough academic challenges for students in the GATE program. (overall: 77%; elementary: 89%; intermediate: 65%; high school: 47%)

What is your gender?

A) Male (overall: 46%; elementary: 45%; intermediate: 47%; high school: 45%)

B) Female (overall: 48%; elementary: 48%; intermediate: 46%; high school: 50%)

C) Prefer not to respond (overall: 6%; elementary: 7%; intermediate: 7%; high school: 5%)

Which of the following best describes your race?

A) American Indian or Alaska Native (overall: 2%; elementary: 2%; intermediate: 1%; high school: 1%)

B) Asian (overall: 15%; elementary: 12%; intermediate: 15%; high school: 17%)

C) Black or African American (overall: 3%; elementary: 3%; intermediate: 3%; high school: 3%)

D) Hispanic (overall: 19%; elementary: 16%; intermediate: 21%; high school: 21%)

E) Native Hawaiian or Other Pacific Islander (overall: 1%; elementary: 0%; intermediate: 1%; high school: 1%)

F) White (overall: 31%; elementary: 28%; intermediate: 32%; high school: 35%)

G) Two or more races (overall: 19%; elementary: 20%; intermediate: 19%; high school: 18%)

H) Prefer not to respond (overall: 11%; elementary: 18%; intermediate: 8%; high school: 5%)

Feedback for the 2021-24 LCAP was collected from the LCAP Parent Advisory group on January 25, 2021. A follow-up LCAP Parent Advisory meeting was held on April 12, 2021. Individual school sites held LCAP feedback at their sites with parent groups, staff, and students. The theme around these meetings revolved around differentiated assistance for Foster Youth and Homeless, Children's Health Center, English Learner services, instructional coaches, and technology access. These meetings affirmed the actions and services in place and brainstormed other ways that services could be extended. Listed below are some additional feedback we received at both our LCAP parent advisory night, from employee groups, district meetings, and through the site feedback meetings that were held in the Spring 2021.

Differentiated Assistance: Foster and Homeless:

- Increase in Student Services and School Attendance personnel. Possibly add staff to alleviate Attendance Officer duties and/or to work directly to assigned group homes
- Provide devices, hotspots, and school supplies
- Group home liaison to improve school connectedness and communication
- Increase tutoring opportunities
- Create a position for staff to communicate directly with group homes and foster families

Children's Health Center:

- General support for Children's Health Center funding
- Expand Health Care Centers to other neighborhoods/areas. Add more facilities and staffing
- Increase number of locations
- Provide mental health support

English Learner Services:

- More staffing to support EL students and families
- Assign an EL teacher to be on special assignment and work closely with EL students
- Provide more individualized services to EL students
- Provide devices and high-quality audio materials to improve communication
- Provide translated materials

Area Teacher Coaches:

- Increase access to teachers, more frequent visits
- Expand services to include technology and EL
- Increase staffing
- Provide trainings on COVID-related traumas for both student support and educator support

Technology Access and Engagement:

- Increase technological supports
- Improve quality of devices provided to students
- Invest in online engagement programs to help keep students engaged
- Continue providing hotspots and devices to needy students no matter the learning format

Intervention:

- Increase staffing, tutors, IA's, teachers, and Transitions Staff
- Continue funding of programs like iReady
- One-on-one intervention for students, offer before and after school along with during school breaks
- General increase in funding

Additional Thoughts:

- Increase mental health supports for students
- Increase/continue technology devices and support for students and staff
- Lower class sizes
- Continue student outreach and increase parent contact
- Additional support for LCAP and programs

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

Throughout the engagement process, it was apparent that our English Learner, Low Income and Foster Parents/guardians are supportive of the District's current intervention and engagement efforts. While supporting the actions and services in place within the District currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators in order to maximize achievement and success for all students.

Based on feedback the following input was used to develop our 21-24 LCAP.

- Inclusion of action(s) or group of actions.
- Funding for the operation of the Children's Health Center including the services of a Nurse Practitioner
- Additional funding for technology and programs to support our neediest students
- Addition of a coordinator for English Learner services to support professional learning and resources for English language acquisition
- Purchase of iReady for reading
- Addition of Special Ed. Program Specialist to work with unduplicated students in SSSA Office(to align with the Special Education Plan)

- Elimination of action(s) or groups of actions.
- Removed Student Resource Officers from LCAP

- Changes to the level of proposed expenditures for one or more actions.
- Additional intervention hours and push-in teacher time for elementary
- Additional stipends at the intermediate and high school levels to support intervention classes
- Addition of area coaches to support professional development in math, ELA, and technology and to support learning loss associated with COVID-19
- Addition of more personnel in the SSSA Office to work with Foster Youth and Homeless and other unduplicated student counts
- Additional support for implementation of LCAP programs and funding

It was felt by stakeholders that if the District was able to effectively address the identifying need areas we would be successful in increasing

student success, decreasing student discipline problems and narrowing the achievement gap. Additional metrics and desired outcomes were added and updated to provide additional clarity to the outcome of each action to support student success.

Goals and Actions

Goal

Goal #	Description
1	Maximize Achievement for ALL Students

An explanation of why the LEA has developed this goal.

Clovis Unified developed this broad goal because not all our students are currently performing at or above grade level. Our FY, EL, and LI students are performing below all students as measured by the California Dashboard and data on DataQuest. This goal was developed to reflect our district's commitment to a quality education and to accelerate learning, ensuring that all students are met with challenging curriculum and appropriate instruction. Using research-based principles, we seek to look for innovative methods, better-trained personnel, and quality programs to offer our students the time and means necessary to achieve to their highest potential. We have carefully selected metrics to track progress across a wide span of areas. We measure overall achievement in mathematics and English Language Arts (ELA) using state and local assessment data. We monitor the progress and reclassification of English learners. We believe it is important that students are prepared for college and career, monitoring things like A-G completion, AP course enrollment, and CTE completion. Clovis Unified carefully monitors student progress to ensure that students stay actively enrolled and participating by monitoring middle school and high school dropout rates. Our actions and services are carefully implemented with these metrics in mind. From health and wellness to visual and performing arts, from class sizes to increasing connection points at school, from increased bus routes to our Transition Program, we have clearly organized people and programs to support our targeted student population and to maximize achievement for ALL students, where ALL means ALL.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	59.8% Data Year: 2019-20 Data Source: DataQuest				63%
Percent of EL Students Scoring Level 3 or Level 4 on ELPAC	56% Data Year: 2019-20 Data Source: ELPAC data				62%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	18% Data Year: 2019-20 Data Source: Local Data				22%
AP Course Enrollment	22.8% Data Year: 2019-20 Data Source: Local Data				26%
AP Course Offering	29 Data Year: 2019-20 Data Source: Local Data				29
AP Passage Rate	73% Data Year: 2019-20 Data Source: AP Website				78%
EAP ELA	Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until EAP data is available.				TBD
EAP Math	Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until EAP data is available.				TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	95% Data Year: 2019-20 Data Source: DataQuest				96%
Smarter Balanced ELA	Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until Smarter Balanced data is available.				TBD
Smarter Balanced Math	Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until Smarter Balanced data is available.				TBD
Percent earning Healthy Fitness Zone in Grade 5	TBD Data Year: Data Source: Local Data				TBD
Percent earning Healthy Fitness Zone in Grade 7	TBD Data Year: Data Source: Local Data				TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent earning Healthy Fitness Zone in Grade 9	TBD Data Year: Data Source: Local Data				TBD
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS Fall 1				0%
High School Dropout Rate	2% Data Year: 2019-20 Data Source: DataQuest				1.5%
ELA Local Benchmarks	62% Above or On Grade Level Data Year: 2020-21 Data Source: iReady Spring Diagnostic				70%
Math Local Benchmarks	57% Above or On Grade Level Data Year: 2020-21 Data Source: iReady Spring Diagnostic				65%
CTE Pathway Completion Rate	39% Data Year: 2019-20 Data Source: Local Data				40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Students Making Progress Toward English Proficiency	56% Data Year: 2019 Data Source: Dashboard				60%
A-G Completion and CTE Pathway Completion Rate	21.96% Data Year: 2019-20 Data Source: Local Data				25%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional and Operational Technology	Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.	\$9,654,875.00	No
2	Class Size Reduction	A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. Unduplicated students would benefit significantly from lower class sizes because there are increased opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. Research demonstrates that reducing class sizes has an overall positive effect on student achievement (Mathis, 2016). CUSD will reduce class sizes in grades K-3 and 4-6 with an emphasis on schools with the highest percentage of unduplicated students. The requirement is a 24:1 student to teacher ratio for K-3 now that LCFF is fully funded. Lowering class sizes will help accelerate learning by providing additional individualized instructional opportunities that contribute to increased student performance in Math and ELA.	\$1,440,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
3	VAPA Equipment	<p>A review of local data indicates there is a need to increase the participation rates and support school connectedness of foster youth, low-income, and English learners in VAPA. Research shows that visual and performing arts activities in school have positive social impacts (Kisida and Bowen, 2019), support increased attendance (Taetle, 1999), and influence academic achievement and behavior (Chen, 2020). Unduplicated students would benefit significantly from participation as it will increase engagement and school connectedness. Research shows that students who are engaged in school have higher attendance rates (Railsback, 2004), thus providing students more opportunities to engage in co-curricular activities, reducing chronic absenteeism. The district will invest in repairing and purchasing performing arts equipment to use as “loaners” and provide additional materials and resources. In 2020-2021, survey data showed that 66% of students participated in activities outside of the class day. 75% of seniors stated that being involved in visual and performing arts supported their schooling. This data has been consistent for the last four years, supporting the value of these programs in schools. Providing unduplicated students with VAPA programs will increase engagement, support improved academic achievement, and connect students to school, thus improving attendance rates. CUSD anticipates seeing increases in attendance rates as measured by the Dashboard.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric CUSD uses for attendance is chronic absenteeism. According</p>	\$329,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.		
4	Students with IEPs	Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.	\$92,445,886.00	No
5	Special Education Programs	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, English learners, and students with disabilities. Unduplicated students who have disabilities would benefit significantly from additional supports and specialized programs/programming beyond base services to better meet the learning needs of FY, LI, special Ed, and EL students. Research studies support the idea that offering students additional time for individualized intervention has a positive effect on student achievement (Weingarten, et. al., 2019). CUSD will continue to use supplemental funds for new programs to serve special education students at three Title I elementary schools and one program at high school with the highest percentage of unduplicated students with disabilities, in alignment with the Special Education Plan (SEP). Providing this additional support will help close the achievement gap in Math and ELA for these unduplicated students with disabilities by providing them additional time for targeted, individualized instruction and additional curriculum resources to meet their needs. CUSD anticipates a growth in academic achievement with the continued support of this action.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1</p>	\$1,643,146.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>year. LI increased 2 out of 3 years and maintained for 1 year. Students with disabilities increased and maintained for all 3 years. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years. Students with disabilities increased 2 out of 3 years.</p>		
6	Career Technical Education Courses	<p>A review of Dashboard and local data indicate there is a need to ensure foster youth, low-income, and English learner students are better prepared for college and careers. The unduplicated students would benefit significantly from participating in CTE programs because they offer students increased access to relevant and engaging curriculum and instruction and prepare them for coursework beyond high school or build the skills necessary to be successful in careers. According to America’s Promise Alliance “Career exploration experiences and opportunities can improve academic performance. Career exploration opportunities improve the attitudes of young people about their career possibilities, motivating them to persevere.” Research demonstrates that CTE programs prepare students for college and career readiness (Southern Regional Education Board, 2012; Neild et. al., 2013). Clovis Unified will provide extensive Career Technical Education courses at all high schools, including supplies, equipment, facilities, and staff. 54% of seniors surveyed in the 2020-2021 school year stated that they experienced real-world classroom connections through programs like CTE. 88% of CTE students stated that the program provided challenging learning experiences. Providing CTE programs will better prepare students for college and career by providing additional instructional opportunities. CUSD expects to see an increase in the college and career indicator as the district implements this action.</p> <p>Evidence of effectiveness to maintain action/service (CCI): The CCI has been measured for the last two years on the California Dashboard. Overall, Clovis Unified has increased 6%, going from 62.8% (2018) to 68.8% (2019). EL students have increased 10.2%,</p>	\$8,372,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		growing from 22% (2018) to 32.2% (2019). LI increased 7.4%, growing from 50% (2018) to 57.4% (2019).		
7	Increase Connection Points to School	<p>A review of local data indicates there is a need to increase the participation and support school connectedness of foster youth, low-income, and English learners in our schools. The unduplicated students would feel more connected to school if they had opportunities to attend VAPA and athletic events. Research shows that increasing student engagement improves attendance rates (Center for Disease Control and Prevention, 2018). Clovis Unified will increase connection points to school to enhance student engagement, interest levels, and academic performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor, the district will reduce/eliminate student attendance charges for designated VAPA and athletic events. 74% of 2021 graduating seniors say they were highly involved or moderately involved in activities at their school. This rate of participation has been consistent in the past four years. With this action, CUSD intends to see an increase in student participation in activities outside of the class day, thus increasing their overall feelings of connectedness and engagement with the school. CUSD anticipates increases of attendance as measured by chronic absenteeism on the Dashboard.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric CUSD uses for attendance is chronic absenteeism. According to data in DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism rates of unduplicated students supports the continuation of this action/service into the 2021-2024 LCAP.</p>	\$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Student Relations Liaisons	<p>A review of local survey data indicated there is a need to increase student and parent perception of being treated fairly, valued, and the sense of belonging rates of foster youth, low-income and English learner students. Research shows that successful schools are safe, welcoming, and respectful to all. (National School Board Association 2018). Unduplicated students would benefit from personnel who works directly with students, parents and community groups at school sites to identify, remedy and prevent attendance and/or academic barriers at the school site; prioritizing barriers related to a sense of belonging. Liaisons work directly with the parents and students, offering social-emotional advisement, connecting students to intervention programs, communicating with classroom teachers concerning academic progress of the student, and encouraging students to participate in activities at the school. The purpose of this action is to support students with school and its resources to increase sense of belonging and connectedness. In order to meet this need, Clovis Unified will provide 35 Student Relation Liaisons assigned to each of the high school attendance boundaries.</p> <p>The district will continue to implement this service and continue to monitor its effectiveness through student surveys on their sense of connectedness and safety at school. A new baseline metric has been added around school connectedness. CUSD anticipates an increase in positive perception and school connectedness rates of parents and students regarding feeling valued and welcome in future years.</p> <p>A review of the Dashboard indicates effectiveness to maintain this action/service in the area of academics. Data gathered from the California Dashboard demonstrates overall ELA growth with increases 2 out of 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH maintained its status with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>This action has been modified to include the goal of increasing positive student and parent perception around school being a safe and welcoming place, demonstrating respect for all.</p>	\$2,360,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Transition Counselors/Directors	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement, graduation rates, and attendance of foster youth, low-income, and English learner students. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework). In order to meet this need, Clovis Unified will provide 5 Transition Directors and 2 Transition Specialists assigned to high school attendance areas of the district to support unduplicated youth as they matriculate between grade spans. The unduplicated students would benefit significantly from an advocate who will provide guidance, support, and resources for students transitioning from elementary, intermediate, high school, and post high school. The district will continue to implement this service and continue to monitor its effectiveness through the dashboard and student climate surveys on their sense of school connectedness.</p> <p>According the Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data pulled from DataQuest demonstrate a 3-year growth of 4% for foster youth. Our growth demonstrates effectiveness of this action/service and supports continuation into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric CUSD uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations</p>	\$1,011,561.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for our unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>A review of local metrics indicates 81% of students in grades 4-11 feel their school is a welcoming place. This is a 3% increase from 2017. CUSD demonstrated effectiveness by maintaining safety satisfaction rates.</p> <p>This action has been modified to include the goal of increasing student connectedness to their school. CUSD has added the following 3 questions to the student climate survey. Baseline data from the 2021 student climate assessment shows 91% of students “like” their school, 87% feel that they are “part of their school” and 72% believe their “school teaches the importance of respecting all cultural beliefs”.</p>		
10	Guidance Instructional Specialists and Transition Counselors	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement, graduation rates, and attendance of foster youth, low-income, and English learner students. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework). In order to meet this need, Clovis Unified will provide 4 Guidance Instructional Specialists, 8 Transition Counselors and 2 Academic</p>	\$1,894,936.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Transition Counselors. Unduplicated students would benefit from personnel who work directly with students and parents to conduct structured goal-oriented counseling sessions and promote school, parent, and community relationships by means of parent conferences. The district will continue to implement this service and continue to monitor its effectiveness through the dashboard and student climate surveys around school connectedness.</p> <p>According to Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data pulled from DataQuest demonstrate a 3-year growth of 4% for foster youth. Our growth demonstrates effectiveness of this action/service and supports continuation into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric CUSD uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for our unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>A review of local metrics indicates 81% of students in grades 4-11 feel their school is a welcoming place. This is a 3% increase from 2017.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>This action has been modified to include the goal of increasing student connectedness to their school. CUSD has added 3 questions to the student climate survey including if they; like their school, feel they are a part of their school, and believe their school teaches the importance of respecting all cultural beliefs. Baseline data from the 2021 student climate assessment shows 91% of students “like” their school, 87% feel that they are “part of their school” and 72% believe their school teaches the importance of respecting all cultural beliefs”.</p>		
11	Licensing to Provide Online College and Career Planning	<p>A review of state and local data indicated there is a need to increase academic achievement and college and career readiness for foster youth, low-income, and English learner students. According to America’s Promise Alliance “Career exploration experiences and opportunities can improve academic performance. Career exploration opportunities improve the attitudes of young people about their career possibilities, motivating them to persevere.” In order to meet this need Clovis Unified will provide licensing for online college and career planning to all counselors and grade 5-12 students to better equip counselors to serve students. Unduplicated students would benefit significantly from additional support for college and career readiness because these supports will provide students with additional information that will better inform their learning trajectory and support academic rates. Providing this resource will increase academic achievement in Math and ELA, college and career readiness rates, and graduation rates.</p> <p>Evidence of effectiveness to maintain action/service (CCI): The CCI has been measured for the last two years on the California Dashboard. Overall, Clovis Unified has increased 6%, going from 62.8% (2018) to 68.8% (2019). EL students have increased 10.2%, growing from 22% (2018) to 32.2% (2019). LI increased 7.4%, growing from 50% (2018) to 57.4% (2019).</p> <p>Evidence of effectiveness to maintain action/service (Graduation): According to the Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green.</p>	\$32,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Our EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data pulled from DataQuest demonstrate a 3-year growth of 4% for foster youth. Our growth demonstrates effectiveness of this action/service and supports continuation into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>The demonstrated success of this service/action warrants its continuation.</p>		
12	Specialized Services and Support for Migrant Ed.	Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.	\$125,000.00	Yes
13	Supplemental Instructional Support for Sites	A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. The unduplicated students would benefit significantly from supplemental resources aligned to individual needs and additional academic support working with school personnel, including push-in teachers and instructional assistants, that will provide increased opportunities for curriculum and instruction that best meets the learning needs of FY, LI, and EL students. Clovis Unified will distribute funds to schools based on the number of unduplicated students. In order to most effectively meet the goals of target students,	\$2,527,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>schools will follow district-established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses include supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push-in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. Providing additional funding for instructional support will help reduce the achievement gap in Math and ELA by providing additional opportunities for these students. CUSD expects to see an increase with student achievement, as measured by the data.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
14	After-School Intervention Programs	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. Research shows that high-quality after school programs improve student's educational outcomes, school attendance, and social and emotional learning (National Conference of State Legislatures, 2021). The unduplicated students will benefit significantly from after school intervention programs because there are increased opportunities for instruction time and targeted supports to best meet the learning needs of FY, LI, and EL students. 93% of students in ASES believe they are in a quality program according to the LCAP Survey. Clovis Unified will provide after school intervention programs at elementary schools with high populations of unduplicated students who currently do not have this type of a program at their site. Providing after school intervention programs will help close the</p>	\$621,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>achievement gap in Math and ELA by providing additional individualized instructional time for these students. Research shows that providing more time for students to learn has a positive influence on overall student achievement (Andersen, et. al., 2016). CUSD anticipates an increase in academic achievement as measured by the Dashboard.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data were gathered from the California Dashboard. ELA: Clovis Unified grew overall from Green to Blue with increases 2 out of 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall maintained a Green status with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
15	Intervention Summer Learning Academy	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, English learners, and students with disabilities. MTSS is an evidence-based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists). In order to meet this need, Clovis Unified will provide Summer Learning Academies at 10 elementary campuses based primarily on best practices from MTSS Tier I and II strategies. Unduplicated students would benefit significantly from increased summer learning opportunities in a tiered framework to provide strategic support and ongoing progress monitoring to meet the students' individual learning needs. It is expected that CUSD will continue to see increases in overall student achievement and growth for students attending Summer Learning Academies.</p> <p>Academic ELA data gathered from the California Dashboard show Clovis Unified grew overall with increases 2 out of 3 years. FY</p>	\$904,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. Clovis Unified maintained overall status in mathematics with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>Summer Learning Academy pre/post data indicates 89% of grade levels overall growth in ELA improved while 11% of grade levels showed a decrease in ELA pre/post data. Pre/post math data shows 67% of grade levels demonstrated growth while 33% of grade levels demonstrated a decrease in overall math scores. Overall data indicates effectiveness and warrants continuation of this action/service.</p>		
16	Push-in K-6 Teachers	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. The unduplicated students would benefit significantly from an increase of time working with certificated personnel because it would allow the students more time for targeted instruction to better meet the needs of FY, LI, and EL students. Research shows that providing an increase of time for students to learn has a positive influence on overall student achievement (Andersen, et. al., 2016). Clovis Unified will provide fully-credentialed teachers to support K-6 classes during the school day to provide focused instruction for students achieving below grade level. This action of providing push-in teachers will help close the achievement gap in Math and ELA by providing targeted instruction and instructional resources for these students. CUSD anticipates an increase in student achievement as measured by the Dashboard.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1</p>	\$1,274,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
17	Additional Instruction in Core Classes and AVID	<p>A review of Dashboard and local data indicate there is a need to increase the graduation rate and college and career preparedness of foster youth, low-income, and English learner students. Research shows that providing additional support programs that target academic skills and individual determination influences school success including increases in graduation and college career readiness (College Spark Washington, 2006; NWEA 2015). The unduplicated students would benefit significantly from targeted programs that support the skills, behaviors, and techniques for academic success and the opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. Clovis Unified will provide additional support classes at secondary schools to deliver additional instruction in core areas and prepare students for college and career with involvement in the Advancement Via Individual Determination (AVID) program. Service will be focused primarily on students performing below grade level. Currently, Clovis Unified has 6 elementary schools and 10 secondary schools that are designated Advancement Via Individual Determination (AVID) schools. 58% of our teachers at elementary schools and 47% at our secondary schools have been trained in AVID strategies. Providing additional instruction in core classes and supporting the increased need of academic skills will increase student success in school by providing additional instructional supports for these students. CUSD anticipates growth in CCI with the implementation of this action.</p> <p>Evidence of effectiveness to maintain action/service (CCI): The CCI has been measured for the last two years on the California Dashboard. Overall, Clovis Unified has increased 6%, going from 62.8% (2018) to 68.8% (2019). EL students have increased 10.2%, growing from 22% (2018) to 32.2% (2019). LI increased 7.4%, growing from 50% (2018) to 57.4% (2019).</p>	\$2,861,413.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	Intervention Stipends	<p>A review of Dashboard and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. Research shows that providing more time for students to learn has a positive influence on overall student achievement (Andersen, et. al., 2016). Research shows that high-quality after school programs improve student’s educational outcomes, school attendance, and social and emotional learning (National Conference of State Legislatures, 2021). The unduplicated students would benefit significantly from additional intervention time because there are increased opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. Clovis Unified will provide 8 additional stipends for intermediate schools and 12 for high schools to increase the number of intervention classes. Local data from 2021 shows that graduating seniors feel academically prepared for what they will be doing after they graduate with 88% feeling prepared in mathematics and 92% feeling prepared in ELA. Based on the success rates of seniors and academic success of unduplicated students, Clovis Unified will continue to offer more time to students to provide additional instructional opportunities as CUSD continues to close the achievement gap. CUSD anticipates an increase in student achievement as measured by the Dashboard.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>	\$1,334,802.00	Yes

Action #	Title	Description	Total Funds	Contributing
19	Healthy Start Coordinator	<p>A review of Dashboard and local data indicate there is a need to increase the graduation and attendance rates of foster youth, low-income, and English learner students. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework). In order to meet this need Clovis Unified will provide a Healthy Start Coordinator to support alternative education and comprehensive sites, including community outreach programs. A Healthy Start Coordinator Interviews and assesses children and families; and formulates, coordinates, and implements case management plans and referrals for services. The coordinator also coordinates the establishment of staff enrichment and training programs to support the role of teachers and other school based personnel. The coordinator will help support student well-being and provide the students with resources to ensure their success in school, provide programs to increase academic achievement, and work to reduce attendance issues through targeted actions.</p> <p>According to the Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. Our EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth for 2 of the 3 indicators.</p>	\$86,235.00	Yes
20	ELD Teachers at Secondary Schools	<p>Establish dedicated English Language Development teachers to support students, parents, and staff at every secondary school, support sites with additional BIA hours, provide a coordinator of EL services to provide district support for teachers, develop resources for acquisition of English for students, and professional development activities to support teachers in language acquisition to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation.</p>	\$1,301,786.00	Yes

Action #	Title	Description	Total Funds	Contributing
21	Online Curriculum for Intervention and Credit Recovery	<p>A review of Dashboard and local data indicate there is a need to increase the graduation rate of foster youth, low-income, and English learner students. Students are more likely to drop out of school if they are deficient in credits at high school (Education Partnerships, Inc., n.d.). Credit recovery is a particularly effective strategy to prevent dropouts, especially for African American, Hispanic, and economically disadvantaged students and for increasing the likelihood of graduation (Viano, 2018). Unduplicated students would benefit significantly from a program of credit recovery because it allows them to more efficiently earn deficient high school credits and remain on track to graduate. Clovis Unified will provide an online curriculum (Edgenuity), which is primarily an intervention and credit recovery program. Clovis Unified has a current rate of high school dropouts of 2%. This is a decrease of .9% over the last three years. Our graduation rate was 95%, demonstrating a three-year increase. Providing an intervention and credit recovery program will decrease the likelihood that students will drop out of school and will increase graduation rates by providing credit recovery for these students. CUSD anticipates an increase in graduation rates as measured by the Dashboard with continuation of this action.</p> <p>Evidence of effectiveness to maintain action/service (Graduation): According the Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. Our EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data pulled from DataQuest demonstrate a 3-year growth of 4% for foster youth. Our growth demonstrates effectiveness of this action/service and supports continuation into the 2021-2024 LCAP.</p>	\$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	Increased Bus Routes	<p>A review of local data indicated there is a need to ensure foster youth, low-income, and English learner students have access to a broad course of study. Unduplicated students would benefit significantly from transportation to other school sites which would increase access to a wider scope of course offerings. This would help students fulfill A-G requirements and assist them in being qualified for College and Career (as measured by CCI). Research indicates that providing alternative forms of transportation gives access to programs that may be out of reach for some of our neediest students (Cook, 2021). In order to meet this need Clovis Unified will provide an additional eight bus routes for unduplicated students to attend Clovis Community College for dual credit course offerings and career technical education courses not offered at their home site. Local data from the 2019-20 school year shows that 55 unduplicated students were provided transportation to Clovis Community College and CTE programs not offered at the students' home site. Based on the success demonstrated Clovis Unified will continue to offer this action/service. It is our expectation that CUSD will continue to see increases in the numbers of students needing transportation when schools resume in-person instruction in the Fall of 2021.</p> <p>Evidence of effectiveness to maintain action/service (CCI): The CCI has been measured for the last two years on the California Dashboard. Overall, Clovis Unified has increased 6%, going from 62.8% (2018) to 68.8% (2019). EL students have increased 10.2%, growing from 22% (2018) to 32.2% (2019). LI increased 7.4%, growing from 50% (2018) to 57.4% (2019).</p>	\$75,000.00	Yes
23	Mentoring Services at Alternative Sites	<p>A review of Dashboard and local data indicate there is a need to increase the school connectedness and academic achievement of foster youth, low-income, and English learner students. Research shows statistically significant improvements for mentored youth compared to controls on a number of outcome measures, including perceived scholastic efficacy, truancy, and absenteeism (US Department of Education, 2009). On the 2021 LCAP survey, 94% of</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students felt that they could get help when they needed it at school. Students should have access to caring adults, who can help them navigate school and experience greater success. Clovis Unified will provide mentors to students attending alternative education sites. The unduplicated students would benefit significantly from additional mentoring services because mentors provide individualized support for academics and social-emotional health to better connect the unduplicated students to school. Providing mentoring services will help close the achievement gap and increase the feeling of connectedness by offering individualized attention and focused instructional opportunities.</p> <p>The district will continue to implement this service and continue to monitor its effectiveness through student surveys on their sense of connectedness.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
24	Opportunity Classes at Intermediate Schools	<p>A review of local data indicates there is a need to engage students and assist them with feeling overall connectedness to the school and increasing their access to personnel who will help them make good choices in their school day. Students need to feel that they know where to turn when they need assistance in school. There is also a need to reduce suspension rates of foster youth, low-income, and English learner students. Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school (ESSA State Framework, n.d.). Research also finds that the presence of one or more caring, committed adults in a child's life</p>	\$570,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013). The unduplicated students would benefit significantly from access to a caring adult in opportunity classes. They support the social-emotional needs of at-risk students and offer targeted supports in academics to better meet the learning needs of FY, LI, and EL students. Clovis Unified will provide a teacher for opportunity classes at each of our intermediate schools. 94% of students felt that they had adults that they could turn to to assist them in school. A review of local metrics indicates 81% of students in grades 4-11 feel their school is a welcoming place. This is a 3% increase from 2017. Providing opportunity classes will continue to support our student perception that they have access to caring adults and will help them feel better connected and will support increased engagement in school. CUSD anticipates a decrease in suspensions and an increase in academic achievement</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups, all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019. A reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
25	Clovis Support and Intervention District Coordinator	A review of Dashboard data indicated there is a need to increase academic achievement of foster youth, low-income, and English learner students. A review of local student survey data indicated a need to increase student self-efficacy. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura). In order to meet this need Clovis Unified will provide a district coordinator to oversee the Clovis Support and Intervention services located at	\$117,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>each of the K-12 sites. The coordinator will coordinate student groups at the school sites that will focus on listening and communication skills, empathy, acceptance, self-awareness, and supporting others. The foundation of Clovis Support and Intervention is the student support group process which helps empower students to more successfully address factors related to stress, conflict, relationships, grief/loss, self-regulation, family discord, self-image and decision-making. Unduplicated students would benefit significantly from support groups that primarily target building relationships with others, increased connectedness at school, the ability to empathize, and the ability to accept and support others, thus supporting improved self-efficacy. A student who has high self-efficacy will feel confident in their ability to tackle challenging coursework. It is anticipated that CUSD will continue to see academic growth with this action.</p> <p>Academic data gathered from the California Dashboard indicate ELA scores grew overall from Green to Blue with increases 2 out of 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. Dashboard data indicate math scores overall maintained a Green status with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>This action has been modified to include student perception of their own self efficacy. 2021 student data indicate 87% of students in grades 4-11 know their actions and words can affect others in a positive or negative way. 82% feel they can set goals and work towards those goals. 54% of students surveyed believe students at the school care about each other.</p> <p>Overall success supports the continuation of this service/action. It is expected that CUSD will continue to see increases in overall student achievement and self-efficacy ratings as a result of CSI support groups.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified</p>		

Action #	Title	Description	Total Funds	Contributing
		overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.		
26	EL Summer School	Provide EL students a summer school focused on necessary academic support and accelerated language development.	\$18,996.00	Yes
27	Additional Nursing Services	<p>A review of local data and Dashboard indicate there is a need to increase attendance of foster youth, low-income, and English learner students. Research indicates that school nurses positively influence student health. The perceptions of teachers and staff are that school nurses are vital to eliminating barriers to student learning (Baisch and Lunden, 2011). Research also indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016). The unduplicated students would benefit significantly from personnel who work directly with students and parents at the school sites to reduce health concerns and remove barriers that stand in the way of regular attendance. Clovis Unified will provide additional nursing services to work at selected elementary schools with a higher percentage of unduplicated students. Providing additional nursing services will help reduce absences by providing additional health resources for these students. CUSD anticipates improvements with chronic absenteeism as the district institutes this action.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric Clovis Unified uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic</p>	\$679,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism for Clovis Unified’s unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.		
28	Personnel for Student Services and School Attendance for Foster and Homeless Support	<p>A review of local and Dashboard data indicate there is a need to increase attendance and overall connectedness to the school for foster youth and homeless students. Research finds that the presence of one or more caring, committed adults in a child’s life increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013). Unduplicated students would benefit from personnel who work directly with the student to mentor and support, removing barriers that stand in the way of their education. To achieve this goal, Clovis Unified will provide administrative support, resources, and additional personnel (including an Assistant Director of Student Services and School Attendance, a Guidance Instructional Specialist to support foster youth and homeless students, and six Student Attendance Officers) to alternative and comprehensive sites to support the needs of foster youth and homeless students, including a program specialist to support students with disabilities with their general education needs, in alignment with our Special Education Plan (SEP). A review of local metrics shows that 76% of our students feel that teachers care if they are absent from school and 87% feel like they are a part of their school. 85% of students indicate that they feel safe at school. CUSD demonstrated effectiveness by maintaining safety satisfaction rates. Research supports that students who feel connected to their school and who feel safe, have higher attendance rates (Blum, 2005). Providing additional support, through caring adults, will help students feel connected and will increase attendance. CUSD anticipates improvements with attendance as measured by the Dashboard.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric CUSD uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for</p>	\$858,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.		
29	Guidance Learning Directors/Specialists	<p>A review of local data and the Dashboard indicated there is a need to increase graduation rates of foster youth, low-income, and English learner students. Research tells us that high school students in schools with comprehensive school counseling programs are more academically successful, as measured by grade point averages (Journal of Counseling & Development). In order to meet this need Clovis Unified will provide three Guidance Learning Directors and one Guidance Learning Specialist who are assigned to comprehensive high school sites. Unduplicated students would benefit significantly from increased access to counseling services in order to fully understand the academic supports and resources available to them as they successfully matriculate through grades 9-12. CUSD anticipates a growth of graduation rates as the district continues to implement this action.</p> <p>According to Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. Our EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data available on DataQuest demonstrate a 3-year growth of 4% for foster youth. Growth demonstrates effectiveness of this action/service and supports continuation into the 2021-2024 LCAP.</p>	\$571,096.00	Yes

Action #	Title	Description	Total Funds	Contributing
30	Guidance Instructional Specialist for At-Risk Students	<p>A review of local and Dashboard data indicate there is a need to increase student connectedness and perceptions that school is a safe place for learning, and to support increased graduation rate and reduce absenteeism of foster youth, low-income, and English learner students. Research shows that students who believe that the teachers and other adults in their school care about them as individuals are more likely to succeed academically and are more strongly connected to their school (Blum, 2005). Unduplicated students would benefit significantly from individualized guidance, counseling, and increased access to resources and intervention. In order to meet this need, Clovis Unified will fund 4 Guidance Instructional Specialists to increase the success of at-risk 7-12 grade students, to support overall connectedness. A review of local metrics indicates 81% of students feel their school is a welcoming place. In addition, 91% of parents are satisfied with the safety of the school and 85% of the students believe that their school is a safe place for learning. Providing additional Guidance Instructional Specialist support will help reduce absenteeism and improve graduation rates by providing additional instructional support and social and emotional assistance for these students. By continuing this action, CUSD anticipates an increase in graduation rates, a reduction in chronic absenteeism, and an increase in survey data rates of feeling school is safe and student connectedness.</p> <p>Evidence of effectiveness to maintain action/service (Graduation): According to the Dashboard indicators, CUSD has maintained graduation rates over the last 3 years, receiving a ranking of Green. Our EL students increased 2 out of 3 years, our low-income students maintained for all 3 years, but had growth indicators for 2 of the 3 years. Data is not available for foster youth for all 3 years on the Dashboard, but data pulled from DataQuest demonstrate a 3-year growth of 4% for foster youth. Our growth demonstrates effectiveness of this action/service and supports continuation into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric Clovis Unified uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted</p>	\$380,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for our unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
31	<p>Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being</p>	<p>A review of local and Dashboard data indicate there is a need to decrease suspension rates and increase attendance for foster youth, low-income, and English learner students. Research posits that students who can manage their emotions do better in school (Prothero, 2019) and group counseling has been shown to improve attendance of students with high rates of absenteeism (Webb-Landman, 2012). Unduplicated students would benefit significantly from additional counseling support because physical, social, and emotional barriers stand in the way of success in school and providing counseling support will help ameliorate these concerns. In order to meet this need, Clovis Unified will continue the partnership with Comprehensive Youth Services of Fresno to support 9-12 student's social and emotional needs including community outreach programs. This gives students increased access to caring adults. Providing counseling services will help reduce suspensions by offering students resources and support that will help them navigate their social- emotional experiences and to make better choices in school. CUSD anticipates a reduction in suspension rates and an increase in attendance as measured by the Dashboard.</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups, all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019. Our reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p>	\$478,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Evidence of effectiveness to continue action/service (Attendance): The metric Clovis Unified uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for our unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
32	Administrative Support for MTSS	<p>A review of local data and Dashboard indicate there is a need to increase academic achievement and decrease suspensions for foster youth, low-income, and English learner students. The unduplicated students would benefit significantly from a Multi-Tiered Systems of Support (MTSS) because MTSS provides targeted support for academic, social, and emotional needs, providing access to increased opportunities for individualized attention. Clovis Unified will provide administrative support to oversee MTSS in the district. MTSS will help close the achievement gap in Math and ELA and will reduce suspensions by providing additional individualized instructional and behavioral supports for students. CUSD anticipates a reduction in suspension rates and an increase in student achievement.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups,</p>	\$410,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019. Our reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
33	Positive Behavior Intervention and Supports (PBIS)	<p>A review of local data and Dashboard indicate there is a need to decrease suspension rates, increase in feelings of safety, and stronger connections to the school for foster youth, low-income, and English learner students. A positive school climate is the product of a school's attention to fostering safety, promoting supportive environments, and encouraging and maintaining respectful, trusting, and caring relationships (American Institutes for Research, 2021). The unduplicated students would benefit significantly from a behavioral management system because it improves social, emotional, and academic outcomes for all students. Clovis Unified will continue to fund school psychologists to facilitate the implementation of Positive Behavior Intervention and Supports framework. Anticipated outcomes include positive school culture, safety on campus, increase in-school attendance, and academic achievement. A review of local metrics indicates 91% of parents are satisfied with the overall safety of schools. 85% of students indicate that they are satisfied with the overall safety of their school. CUSD demonstrated effectiveness by maintaining safety satisfaction rates. A new baseline metric has been added around school connectedness and this year, 66% of students participated in school beyond the curricular setting. Offering a behavioral intervention support framework will reduce suspensions by promoting school safety and appropriate behaviors, allowing students to make better choices, influencing their success in school. CUSD anticipates a reduction in suspensions as measured by the Dashboard and an increase in the overall feelings of safety.</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups,</p>	\$74,118.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019. Our reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
34	Computer-Based Data Management System	<p>A review of local data and Dashboard indicate there is a need to increase academic achievement for foster youth, low-income, and English learner students. The unduplicated students would benefit significantly from a data management system because it allows for storing and organization of data that informs the teacher of academic progress and individual student learning needs. Research indicates that student data systems support improvement in instruction and increases in student achievement (Gallagher, et. al., 2008). Clovis Unified will continue to purchase a computer- based data management system to monitor student achievement on both state and local assessments. This program will give teachers, parents, administrators, and students data reflecting the learning goals of unduplicated students which provides a guide for teachers to support instruction. Providing a data management system will help close the achievement gap in Math and ELA by providing staff access to data that will support increased instructional opportunities for these students. CUSD anticipates an increase in academic achievement as measured by the Dashboard.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>	\$256,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
35	Professional Development for Diversity and Poverty	<p>A review of Dashboard data indicated there is a need to increase academic achievement for foster youth, low-income, and English learner students. A review of local survey data indicated there is a need to increase student perception of being treated fairly, valued, and the sense of belonging to their school of foster youth, low-income and English learner students. Research tells us that for students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills (Learning Institute, n.d.). For students who have adverse childhood experiences, or struggle with mental health, relationships are a powerful source of healing. Caring relationships soothe stress, calm anxiety, and let students know how much they matter (Center for Relationship-Based Education). In order to meet this need Clovis Unified will provide administrative support to oversee professional development that supports relationship-based teaching. Unduplicated students would benefit significantly from learning in an academic environment that promotes social connectedness. It is expected that CUSD will continue to see increases in overall student achievement and school connectedness as a result of instruction that positively supports diversity and poverty because it will remove barriers that stand in the way of learning.</p> <p>Data gathered from the California Dashboard indicates that in ELA Clovis Unified grew overall with increases 2 out of 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. In math Clovis Unified maintained its status with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years. Overall data indicates effectiveness and warrants a continuation of this action.</p> <p>This action has been modified to include the goal of increasing student connectedness to their school. CUSD has added 2 questions to the student climate survey including if students feel they are a part of their</p>	\$227,867.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school, and believe their school teaches the importance of respecting all cultural beliefs. Baseline data from the 2021 student climate assessment shows 87% of students in grades 4-11 feel that they are “part of their school” and 72% believe their school teaches the importance of respecting all cultural beliefs”.</p>		
36	Additional Behavioral Supports for Students	<p>A review of local data and Dashboard indicate there is a need to increase school connectedness and decrease suspension rates for foster youth, low-income, and English learner students. Research shows that having qualified, supportive adults on campus who support school-based, social, and emotional learning programs yield positive effects on student behavior, while reducing conduct and internalizing problems (Durlak, et. al., 2011; Durlak, et. al., 2015). The unduplicated students would benefit significantly from additional behavioral support because it will allow students to make the choices necessary to put them in the best position for learning. Clovis Unified will provide additional behavioral support psychologists and assistants to support elementary sites, including 5 mental health support providers and 4 school psychologists with 1 elementary psychologist. A review of local metrics indicates 91% of parents are satisfied with the overall safety of schools. 85% of students state that they feel school is a safe place to learn. 73% feel that the school fairly applies school rules. 87% feel like they are a part of their school. Offering school psychologist support will help students feel more connected to school, the belief school is safe, fair, and that they are a part of their school. Clovis Unified believes this will reduce the ill-behaviors that lead to suspensions. CUSD anticipates a decrease in the suspension data as measured by the Dashboard.</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups, all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow;</p>	\$670,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019. Our reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
37	Additional Social Emotional Psychologists at High Schools	<p>A review of local and Dashboard data indicate there is a need to increase students' overall feeling of safety, increase attendance and decrease suspension rates for foster youth, low-income, and English learner students. Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009). Schools are often a safe haven for students where they can be protected from harm. Research suggests that trauma-informed education supports student performance, retention, as well as school climate. The unduplicated students would benefit significantly from social-emotional support services because it will provide FY, LI, and EL students will remove the barriers to attend school and will better equip the students with the resources they need to make better choices. To achieve this goal, Clovis Unified will provide 7.4 FTE social-emotional psychologists, including at least one at each comprehensive high school. 85% of students feel that school is a safe place to learn. 76% of students feel that their teachers care about them. Clovis Unified believes that providing social-emotional support will increase student perception that school is a place where they can feel comfortable and be better, more consistent learners. CUSD anticipates a decrease in suspensions and an increase in attendance as a result of continuing on this action.</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups, all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from</p>	\$978,591.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2018 to 2019. Our reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric Clovis Unified uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for our unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.</p>		
38	Lead Psychologist for Comprehensive Wellness Plan	<p>A review of local data and Dashboard indicate there is a need to decrease suspensions and improve chronic absenteeism for foster youth, low-income, and English learner students. Research indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016). The unduplicated students would benefit significantly from a comprehensive wellness plan because it places the student in a solid footing and removes barriers to learning, allowing the student to make better choices. Clovis Unified will provide two lead psychologists to oversee and provide administrative support for the CUSD Comprehensive Wellness Plan. Clovis Unified believes that providing a comprehensive wellness plan will decrease suspensions and improve chronic absenteeism by providing students with the resources and support they need to be in a better position for learning, increasing their access to instructional opportunities. CUSD anticipates a decrease in the suspensions and an increase in the attendance because of this action.</p> <p>Evidence of effectiveness to maintain action/service (Suspension): According to data on the Dashboard, CUSD reduced overall suspension rates across the board during the last 3-year cycle, decreasing from 4% in 2017 to 3.7% in 2019. For the target groups,</p>	\$231,773.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>all groups demonstrated a decline in suspensions from 2017 to 2018 (Overall: Orange to Green; LI: Orange to Yellow; FY: Red to Yellow; EL: Orange to Green). Targeted groups all maintained growth from 2018 to 2019. Our reduction in suspensions supports the continuation of this action/service into the 2021-2024 LCAP.</p> <p>Evidence of effectiveness to continue action/service (Attendance): The metric Clovis Unified uses for attendance is chronic absenteeism. According to DataQuest, CUSD is below County and State averages for chronic absenteeism. Across the 3-year span, all targeted populations decreased in chronic absenteeism (FY: 28.1% to 24.8%, EL: 6.1% to 5.6%, LI: 12.0% to 11.2%). This decrease in chronic absenteeism for our unduplicated student counts supports the continuation of this action/service into the 2021-2024 LCAP.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Operate with Increasing Efficiency and Effectiveness

An explanation of why the LEA has developed this goal.

This broad goal was established in alignment with our Clovis Unified Strategic Plan. Efficiency and effectiveness are important goals as they relate to how we execute our actions. When we work efficiently, we use less time, resources, and/or human effort to do our job. Effectiveness looks at the quality of the results we achieve. If we are effective in what we do, we will consistently reach our goals and objectives. When we are efficient and effective, our students are more likely to succeed in and meet their individual growth potential. Students and parents are comfortable with the school setting and students feel safe, emotionally and physically at school. We measure different metrics to audit our efficient and effective operations. We measure suspension, attendance, and absenteeism rates. On our annual surveys, we measure for student and parent involvement in school and the perceptions of safety. Operating our schools efficiently and effectively means we are offering all our students access to a broad course of subjects and are pushing them to achieve academically. This goal includes actions for our grounds and maintenance facilities. We have added a new action to fund a health center in the district to help with overall well-being and improve attendance. We know that student learning is maximized when they have access to proper instructional materials and resources to meet their individual needs. We know that we are when we operate with increasing efficiency and effectiveness we strive for our maximum potential as we work to make the best decisions for our students and help them to be in a better position to achieve great things. Goal 2 is in direct support of Goal 1, Maximizing Achievement for ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2.7% Data Year: 2019-20 Data Source: DataQuest				2.3%
Chronic Absenteeism	8% Data Year: 2018-19 Data Source: DataQuest				7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% Data Year: 2019-20 Data Source: Local Data				97%
Expulsion Rate	.04% Data Year: 2019-20 Data Source: DataQuest				.03%
Parent Involvement at the School Site	70% Data Year: 2020-21 Data Source: SART Survey (Attended a school meeting)				75%
Parent Overall Safety Satisfaction	81% Data Year: 2020-21 Data Source: SART Survey				90%
Staff Overall Safety Satisfaction	87.4% Data Year: 2020-21 Data Source: Climate Assessment				92%
Student Overall Safety Satisfaction	84% Data Year: 2020-21 Data Source: LCAP Student Survey				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Overall Connectedness to School	66% Data Year: 2020-21 Data Source: LCAP Student Survey (Participation)				75%
Access to Broad Course of Study as Measured by Review of Teacher and/or Master Schedule	100% Data Year: 2020-21 Data Source: Dashboard				100%
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-21 Data Source: Dashboard				Full Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Custodial and Grounds Services	Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.	\$27,513,516.00	No
2	Maintenance and Repair of School Facilities	Maintenance and repair of school facilities to ensure quality learning environments for students.	\$14,751,399.00	No
3	Student Health Center	A review of local data and Dashboard indicate there is a need to improve chronic absenteeism for foster youth, low-income, and English learner students. Research shows that student health centers	\$510,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>help students maintain a healthy lifestyle and allow for an increased focus on educational goals (McCaig, 2013). The unduplicated students would benefit significantly from a health center because it will provide increased access to medical services, removing barriers caused by health issues which interfere with school attendance. Clovis Unified will provide a comprehensive health center staffed by a nurse practitioner, which will provide increased access to medical personnel. The health center will offer treatment for minor injuries, illness, and physicals. It will be available to students of any age and is free of charge to low-income eligible families. By providing access to a health center, Clovis Unified expects to increase attendance across the district, by improving the overall well-being of students. CUSD anticipates a decrease in chronic absenteeism with the implementation of this new action.</p> <p>Evidence of effectiveness to maintain action/service: This is a new action for the 2021-2024 LCAP based on feedback from community survey data.</p>		
4	Aligned Instructional Materials and Supplies	To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies.	\$4,504,216.00	No
5	Supplemental Resources	A review of local data and Dashboard indicate there is a need to increase academic achievement for foster youth, low-income, and English learner students. Research shows that students who work with aligned materials in school achieve at higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012). The unduplicated students would benefit significantly from individualized instruction using supplemental resources that provide access to grade level materials based on the learning needs of FY, LI, and EL students. Clovis Unified will provide supplemental resources to ensure unduplicated students have access to rigorous standards-aligned curriculum. Clovis Unified expects to	\$1,073,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>close the achievement gap in ELA and Math by providing standards aligned supplemental resources coupled with individualized instruction. CUSD anticipates an increase in student achievement with the continuation of this goal.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
6	Oral and Written Translation Services	A review of survey data determined that parents of EL students are often not fully engaged in the educational process. To improve family engagement and access to information CUSD will provide additional parent/guardian oral and written translation services above and beyond what is required by Education Code. CUSD expects to see an increase in access to information and involvement of parents or guardians of EL students.	\$15,965.00	Yes
7	Parent Resource Center/Community Resource Centers	A review of local data indicates there is a need to increase parent involvement at student's home school sites. Research indicates that when parents are more involved in their child's education, student academic performance is increased (Topar, et. al., 2010). Evidence suggests that parent resource centers generate greater and more effective parent involvement (US Department of Education, 2007). The unduplicated students would benefit significantly from a parent resource center because it provides families and parents access to resources and programs designed to support student learning as well as increase overall access to school programs and services. Clovis	\$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Unified will provide six resource centers; one in each attendance area. CUSD will provide additional engagement resources including parent and faculty workshops designed to increase school connectedness. These services will be coordinated K-12 with the transition program identified under Goal 1. According to parent survey data, 70% of parents were involved in an activity at the school site. The district will continue to implement this service and monitor its effectiveness through parent surveys designed to measure parent involvement. Providing parent resource centers will increase parent involvement and will affect student achievement by increasing services to families that will in-turn increase instructional opportunities for students. CUSD anticipates an increase in student achievement and parent involvement with the continuation of this action.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
8	Increased Access to Technology	<p>A review of local data indicates there is a need for increased access to technology in the homes of FY, LI, and EL students. Technology use by students is positively correlated to increased academic achievement and improved motivation in students (Harris, et. al., 2016). The unduplicated students would benefit significantly from increased access to technology because it will increase opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. Clovis Unified will ensure unduplicated students have adequate access to technology. Students will be provided computers, hotspots, and programs for access to curriculum and learning. During distance learning in 2020, CUSD learned that many students did not have access to technology. Clovis Unified distributed</p>	\$3,066,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>21,054 laptops and 4,180 hotspots to students. Local data supports that the technology need is greater in schools with higher unduplicated student counts. Providing access to technology will help close the achievement gap by providing students ready access to additional instructional resources and increase opportunities for targeted learning. CUSD anticipates an increase in student achievement with the implementation of this goal.</p> <p>Evidence of effectiveness to maintain action/service: This is a new action for the 2021-2024 LCAP based on feedback from community survey data.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Hire, Develop Sustain, and Value a High-Quality, Diverse Workforce

An explanation of why the LEA has developed this goal.

This broad goal was designed to build actions that lead to a high-quality workforce. This goal is well-aligned to our district’s founding mantra that it is “People, Not Programs” that make the most difference in the lives of our students and it is people that will help students achieve their maximum potential. Goal 3 supports both Goal 2 and Goal 1. Without a quality workforce, we couldn’t maximize student achievement and we couldn’t operate with efficiency and effectiveness. This goal is written to ensure that we hire, develop and maintain diverse staff and embed our system with high-quality professional development to continue to build capacity in our people. In Clovis Unified, we value the whole child and know that it takes a village to support the myriad of issues that our schools face today. Not only are our classrooms centered on well-aligned curriculum and quality instruction, but staffs work tirelessly to ensure that students have the social-emotional aspects supported and that they are entrenched in a culturally diverse and rich environment. For this goal, we measure our teacher assignments, ensuring that credentialed teachers are in place and adequately certified. We measure our professional development, using our systems to train 100% of our teachers in professional development throughout the year. We also consider our classrooms and measure the implementation of our standards across our district classrooms, guaranteeing that our students all are being taught with state-approved curriculum, aligned to state standards. Actions within this goal include all general operating costs. This goal also includes an action for learning directors to oversee programs at the school site and support professional learning across the district. An important action is funding for our district’s professional development, supporting all teachers in teaching the standards, assisting with social-emotional learning, and providing a culturally rich environment for our diverse student population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and Fully Credentialed Teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard				0% Misassignments 0% Vacancies
Provide Professional Development	100% of certificated teachers attended				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	professional development Data Year: 2020-21 Data Source: Local Data				
Implement CA Content Standards Via Walk Through and Formal Teacher Observations	100% Data Year: 2020-21 Data Source: Local Data				100%
Access to Standards-Aligned Instructional Materials	100% Data Year: 2020-21 Data Source: Williams Act				100%
Implementation of Standards for All Students and Enable EIs Access to CCSS and ELD Standards	Full Implementation Data Year: 2020-21 Data Source: Dashboard				Full Implementation and Sustainability
Facilities Maintained in Good Repair	100% Data Year: 2020-21 Data Source: Dashboard				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	On-going Operating Costs	On-going operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility costs; transportation services; custodial services; Induction; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co- curricular programs.	\$415,869,361.00	No
2	Learning Directors	A review of local data and Dashboard indicate there is a need to increase the overall connectedness and academic achievement for foster youth, low-income, and English learner students. Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework). The unduplicated students would benefit from supportive adults who help them feel like they belong on campus. Research supports that students who are connected to their school have better academic achievement, including higher grades and test scores (American Psychological Association, 2014). Clovis Unified will provide one learning director at each high school to oversee deployment of personnel and programs intended to improve school connectedness. The Learning Directors coordinate intervention programs at the school sites. They meet with students who have academic deficiencies and connect them to the intervention programs that would best meet their needs. They manage the site plan for student engagement and plan activities and recruit students to participate in these activities. They work with teachers of unduplicated students, providing them with professional development and services to improve teaching and learning at their schools. Their services have a direct impact on student belonging. 74% of high school students reported that they like their school and 83% believe their school provides a quality education. 76% of high school students believe that their school is a safe place for learning and 67% believe their school is a welcoming place. Providing additional administrative services will help the students feel connected to school and in turn, close the achievement gap by offering a quality education and additional access to instructional	\$1,181,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities for these students. CUSD anticipates an increase in student achievement with the continuation of this action.</p> <p>Evidence of effectiveness to maintain action/service (Academics): Data were gathered from the California Dashboard. ELA: Clovis Unified grew overall with increases 2 out of 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall maintained its status with increases 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.</p>		
3	Content Standards and AVID Professional Development	<p>A review of Dashboard and local data indicate there is a need to increase academic achievement for foster youth, low-income, and English learner students. Studies suggest that teachers who have quality professional development can have an increased effect on student achievement (Inpraxis Group Inc., 2006). The unduplicated students would benefit significantly from support for professional development around implementation of California's content standards because it will afford students increased opportunities to engage with aligned curriculum and more targeted instructional opportunities for FY, LI, and EL students. Clovis Unified will provide teacher coaches, a counselor, and professional development specific to the implementation of California's content standards and AVID strategies to train highly qualified teachers, and develop new curricular units and assessments aligned to standards to ensure all students achieve at high levels. Providing support for professional development around implementation of California's content standards will support increased achievement in Math and ELA by providing alignment of the written, taught, and tested curriculum. CUSD anticipates an increase in student academic achievement with the continuation of this action.</p>	\$1,191,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Evidence of effectiveness to maintain action/service (Academics): Data gathered from the California Dashboard. ELA: Clovis Unified overall had increases in ELA for 2 out of the 3 years. FY increased 2 out of 3 years. EL increased 2 out of 3 years and maintained for 1 year. LI increased 2 out of 3 years and maintained for 1 year. MATH: Clovis Unified overall had increases in math for 2 out of 3 years. FY increased 2 out of 3 years, EL increased 1 year and maintained for 2 years, but with overall growth. LI maintained or grew for all 3 years.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.02%	37,626,968

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.

Using the calculation tool provided by the state, Clovis Unified School District has calculated that it will receive \$37,626,968.00 in Supplemental grant funding under the Local Control Funding Formula (LCFF), the District is not eligible for Concentration Grant funding. The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

- 1.2 Class Size Reduction
- 1.3 VAPA Equipment
- 1.5 Special Education Programs
- 1.6 Career Technical Education Courses
- 1.7 Increased Connection Points to School
- 1.8 School to Home Communications and Connections; Student Relations Liaisons
- 1.9 Transition Counselors/Directors
- 1.10 Guidance Instructional Specialists and Transition Counselors
- 1.11 Licensing to Provide Online College and Career Planning
- 1.12 Specialized Services and Support for Migrant Ed.
- 1.13 Supplemental Instructional Support for Sites
- 1.14 After School Intervention Programs
- 1.15 Intervention Summer Learning Academy
- 1.16 Push-In K-6 Teachers
- 1.17 Additional Instruction in Core Classes and AVID

- 1.18 Intervention Stipends
- 1.19 Healthy Start Coordinator
- 1.20 ELD Teachers at Secondary Schools
- 1.21 Online Curriculum for Intervention and Credit Recovery
- 1.22 Increased Bus Routes
- 1.23 Mentoring Services at Alternative Sites
- 1.24 Opportunity Classes at Intermediate Schools
- 1.25 CSI District Coordinator
- 1.26 EL Summer School
- 1.27 Additional Nursing Services
- 1.28 Personnel for Student Services and School Attendance for Foster and Homeless Support
- 1.29 Guidance Learning Directors/Specialists
- 1.30 Guidance Instructional Specialist for At-Risk Students
- 1.31 Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being
- 1.32 Administrative Support for MTSS
- 1.33 Positive Behavior Intervention and Supports (PBIS)
- 1.34 Computer-Based Data Management System
- 1.35 Professional Development for Diversity and Poverty
- 1.36 Additional Behavioral Supports for Students
- 1.37 Additional Social-Emotional Psychologists at High Schools
- 1.38 Lead Psychologists for Comprehensive Wellness Plan
- 2.3 Student Health Center
- 2.5 Supplemental Resources
- 2.6 Oral and Written Translation Services
- 2.7 Parent Resource Center/Community Resource Centers
- 2.8 Increased Access to Technology
- 3.2 Learning Directors
- 3.3 Content Standards and AVID Professional Development

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Clovis Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they

can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$37,626,968 in Supplemental grant funding under the Local Control Funding Formula (LCFF), the District is not eligible for Concentration grant funding. The proportionality percentage to increase or improve services has been calculated at 10.02%. Our LEA has demonstrated that it has met the 10.02% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$290,184,159.00	\$209,624,015.00	\$9,668,972.00	\$97,722,567.00	\$607,199,713.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$438,923,817.00	\$168,275,896.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instructional and Operational Technology	\$9,654,875.00				\$9,654,875.00
1	2	English Learners Foster Youth Low Income	Class Size Reduction	\$1,440,080.00				\$1,440,080.00
1	3	English Learners Foster Youth Low Income	VAPA Equipment	\$329,500.00				\$329,500.00
1	4	Students with Disabilities	Students with IEPs	\$45,845,669.00	\$36,936,200.00	\$1,909,867.00	\$7,754,150.00	\$92,445,886.00
1	5	Low Income	Special Education Programs	\$1,643,146.00				\$1,643,146.00
1	6	English Learners Foster Youth Low Income	Career Technical Education Courses	\$6,987,045.00	\$1,107,440.00	\$2,209.00	\$275,389.00	\$8,372,083.00
1	7	English Learners Foster Youth Low Income	Increase Connection Points to School	\$285,000.00				\$285,000.00
1	8	English Learners Foster Youth Low Income	Student Relations Liaisons	\$2,360,202.00				\$2,360,202.00
1	9	English Learners Foster Youth Low Income	Transition Counselors/Directors	\$1,011,561.00				\$1,011,561.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Guidance Instructional Specialists and Transition Counselors	\$1,894,936.00				\$1,894,936.00
1	11	English Learners Foster Youth Low Income	Licensing to Provide Online College and Career Planning	\$32,250.00				\$32,250.00
1	12	English Learners Low Income	Specialized Services and Support for Migrant Ed.	\$125,000.00				\$125,000.00
1	13	English Learners Foster Youth Low Income	Supplemental Instructional Support for Sites	\$2,527,476.00				\$2,527,476.00
1	14	English Learners Foster Youth Low Income	After-School Intervention Programs	\$621,121.00				\$621,121.00
1	15	English Learners Foster Youth Low Income	Intervention Summer Learning Academy	\$904,535.00				\$904,535.00
1	16	English Learners Foster Youth Low Income	Push-in K-6 Teachers	\$1,274,542.00				\$1,274,542.00
1	17	English Learners Foster Youth Low Income	Additional Instruction in Core Classes and AVID	\$2,861,413.00				\$2,861,413.00
1	18	English Learners Foster Youth Low Income	Intervention Stipends	\$1,334,802.00				\$1,334,802.00
1	19	English Learners Foster Youth Low Income	Healthy Start Coordinator	\$86,235.00				\$86,235.00
1	20	English Learners	ELD Teachers at Secondary Schools	\$1,301,786.00				\$1,301,786.00
1	21	English Learners Foster Youth Low Income	Online Curriculum for Intervention and Credit Recovery	\$155,000.00				\$155,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	English Learners Foster Youth Low Income	Increased Bus Routes	\$75,000.00				\$75,000.00
1	23	English Learners Foster Youth Low Income	Mentoring Services at Alternative Sites	\$50,000.00				\$50,000.00
1	24	English Learners Foster Youth Low Income	Opportunity Classes at Intermediate Schools	\$570,119.00				\$570,119.00
1	25	English Learners Foster Youth Low Income	Clovis Support and Intervention District Coordinator	\$117,205.00				\$117,205.00
1	26	English Learners	EL Summer School	\$18,996.00				\$18,996.00
1	27	English Learners Foster Youth Low Income	Additional Nursing Services	\$679,992.00				\$679,992.00
1	28	English Learners Foster Youth Low Income	Personnel for Student Services and School Attendance for Foster and Homeless Support	\$858,983.00				\$858,983.00
1	29	English Learners Foster Youth Low Income	Guidance Learning Directors/Specialists	\$571,096.00				\$571,096.00
1	30	English Learners Foster Youth Low Income	Guidance Instructional Specialist for At-Risk Students	\$380,205.00				\$380,205.00
1	31	English Learners Foster Youth Low Income	Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being	\$478,998.00				\$478,998.00
1	32	English Learners Foster Youth Low Income	Administrative Support for MTSS	\$410,267.00				\$410,267.00
1	33	English Learners Foster Youth Low Income	Positive Behavior Intervention and Supports (PBIS)	\$74,118.00				\$74,118.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	34	English Learners Foster Youth Low Income	Computer-Based Data Management System	\$256,489.00				\$256,489.00
1	35	English Learners Foster Youth Low Income	Professional Development for Diversity and Poverty	\$227,867.00				\$227,867.00
1	36	English Learners Foster Youth Low Income	Additional Behavioral Supports for Students	\$670,975.00				\$670,975.00
1	37	English Learners Foster Youth Low Income	Additional Social Emotional Psychologists at High Schools	\$978,591.00				\$978,591.00
1	38	English Learners Foster Youth Low Income	Lead Psychologist for Comprehensive Wellness Plan	\$231,773.00				\$231,773.00
2	1	All	Custodial and Grounds Services	\$27,363,516.00		\$150,000.00		\$27,513,516.00
2	2	All	Maintenance and Repair of School Facilities	\$14,751,399.00				\$14,751,399.00
2	3	English Learners Foster Youth Low Income	Student Health Center	\$510,435.00				\$510,435.00
2	4	All	Aligned Instructional Materials and Supplies		\$4,504,216.00			\$4,504,216.00
2	5	English Learners Foster Youth Low Income	Supplemental Resources	\$1,073,680.00				\$1,073,680.00
2	6	English Learners	Oral and Written Translation Services	\$15,965.00				\$15,965.00
2	7	English Learners Foster Youth Low Income	Parent Resource Center/Community Resource Centers	\$210,000.00				\$210,000.00
2	8	English Learners Foster Youth Low Income	Increased Access to Technology	\$3,066,370.00				\$3,066,370.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	On-going Operating Costs	\$151,493,278.00	\$167,076,159.00	\$7,606,896.00	\$89,693,028.00	\$415,869,361.00
3	2	English Learners Foster Youth Low Income	Learning Directors	\$1,181,332.00				\$1,181,332.00
3	3	English Learners Foster Youth Low Income	Content Standards and AVID Professional Development	\$1,191,336.00				\$1,191,336.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$41,075,422.00	\$42,460,460.00
LEA-wide Total:	\$27,593,283.00	\$27,593,283.00
Limited Total:	\$1,461,747.00	\$1,461,747.00
Schoolwide Total:	\$12,020,392.00	\$13,405,430.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Title One Elementary Schools: Clovis, Cole, Mickey Cox, Fancher Creek, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance Kutner, and Weldon TK-6	\$1,440,080.00	\$1,440,080.00
1	3	VAPA Equipment	LEA-wide	English Learners Foster Youth Low Income	5-12	\$329,500.00	\$329,500.00
1	5	Special Education Programs	LEA-wide	Low Income	Specific Schools: Weldon, Nelson, Clovis Elementary and Clovis East High School	\$1,643,146.00	\$1,643,146.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Career Technical Education Courses	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools and Adult School	\$6,987,045.00	\$8,372,083.00
1	7	Increase Connection Points to School	LEA-wide	English Learners Foster Youth Low Income	4-12	\$285,000.00	\$285,000.00
1	8	Student Relations Liaisons	LEA-wide	English Learners Foster Youth Low Income	5-12	\$2,360,202.00	\$2,360,202.00
1	9	Transition Counselors/Directors	LEA-wide	English Learners Foster Youth Low Income	5-12	\$1,011,561.00	\$1,011,561.00
1	10	Guidance Instructional Specialists and Transition Counselors	LEA-wide	English Learners Foster Youth Low Income	5-12	\$1,894,936.00	\$1,894,936.00
1	11	Licensing to Provide Online College and Career Planning	Schoolwide	English Learners Foster Youth Low Income	5-12	\$32,250.00	\$32,250.00
1	12	Specialized Services and Support for Migrant Ed.	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$125,000.00	\$125,000.00
1	13	Supplemental Instructional Support for Sites	LEA-wide	English Learners Foster Youth Low Income	2-12	\$2,527,476.00	\$2,527,476.00
1	14	After-School Intervention Programs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cole, Mickey Cox, Jefferson, Lincoln, and Mountain View	\$621,121.00	\$621,121.00
1	15	Intervention Summer Learning Academy	LEA-wide	English Learners Foster Youth Low Income	2-12	\$904,535.00	\$904,535.00
1	16	Push-in K-6 Teachers	LEA-wide	English Learners Foster Youth	K-6	\$1,274,542.00	\$1,274,542.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	17	Additional Instruction in Core Classes and AVID	LEA-wide	English Learners Foster Youth Low Income	7-12	\$2,861,413.00	\$2,861,413.00
1	18	Intervention Stipends	LEA-wide	English Learners Foster Youth Low Income	7-12	\$1,334,802.00	\$1,334,802.00
1	19	Healthy Start Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,235.00	\$86,235.00
1	20	ELD Teachers at Secondary Schools	Limited to Unduplicated Student Group(s)	English Learners	7-12	\$1,301,786.00	\$1,301,786.00
1	21	Online Curriculum for Intervention and Credit Recovery	LEA-wide	English Learners Foster Youth Low Income	9-12	\$155,000.00	\$155,000.00
1	22	Increased Bus Routes	LEA-wide	English Learners Foster Youth Low Income	11-12	\$75,000.00	\$75,000.00
1	23	Mentoring Services at Alternative Sites	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Gateway, Enterprise and Community Day School	\$50,000.00	\$50,000.00
1	24	Opportunity Classes at Intermediate Schools	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alta Sierra, Clark, Kastner, Reyburn, and Granite Ridge	\$570,119.00	\$570,119.00
1	25	Clovis Support and Intervention District Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,205.00	\$117,205.00
1	26	EL Summer School	Limited to Unduplicated Student Group(s)	English Learners	3-10	\$18,996.00	\$18,996.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	27	Additional Nursing Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cole, Mickey Cox, Fancher Creek, Jefferson, Miramonte, Tarpey, TK, and Weldon	\$679,992.00	\$679,992.00
1	28	Personnel for Student Services and School Attendance for Foster and Homeless Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$858,983.00	\$858,983.00
1	29	Guidance Learning Directors/Specialists	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$571,096.00	\$571,096.00
1	30	Guidance Instructional Specialist for At-Risk Students	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Reagan Educational Center, Clovis West, Buchanan and Clovis High School	\$380,205.00	\$380,205.00
1	31	Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: 9-12	\$478,998.00	\$478,998.00
1	32	Administrative Support for MTSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$410,267.00	\$410,267.00
1	33	Positive Behavior Intervention and Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,118.00	\$74,118.00
1	34	Computer-Based Data Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$256,489.00	\$256,489.00
1	35	Professional Development for Diversity and Poverty	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,867.00	\$227,867.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	36	Additional Behavioral Supports for Students	Schoolwide	English Learners Foster Youth Low Income	TK-6	\$670,975.00	\$670,975.00
1	37	Additional Social Emotional Psychologists at High Schools	Schoolwide	English Learners Foster Youth Low Income	9-12	\$978,591.00	\$978,591.00
1	38	Lead Psychologist for Comprehensive Wellness Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,773.00	\$231,773.00
2	3	Student Health Center	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$510,435.00	\$510,435.00
2	5	Supplemental Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,073,680.00	\$1,073,680.00
2	6	Oral and Written Translation Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,965.00	\$15,965.00
2	7	Parent Resource Center/Community Resource Centers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	\$210,000.00
2	8	Increased Access to Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,066,370.00	\$3,066,370.00
3	2	Learning Directors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,181,332.00	\$1,181,332.00
3	3	Content Standards and AVID Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,191,336.00	\$1,191,336.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.