LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Unified School District

CDS Code: 10621170000000

School Year: 2022-23

LEA contact information:

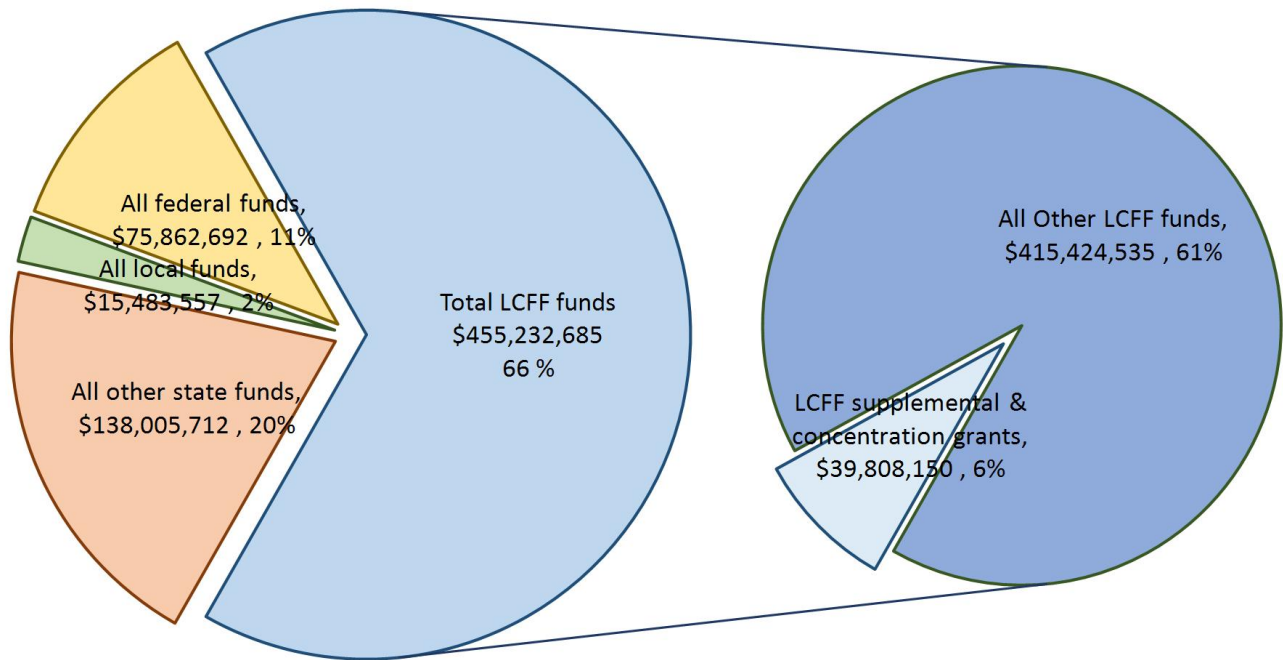Eimear O'Brien

Superintendent

eimearobrien@cusd.com

559--327-9000

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

All federal funds,
$75,862,692 , 11%

All local funds,
$15,483,557 , 2%

All other state funds,
$138,005,712 , 20%

Total LCFF funds
$455,232,685
66 %

All Other LCFF funds,
$415,424,535 , 61%

LCFF supplemental &
concentration grants,
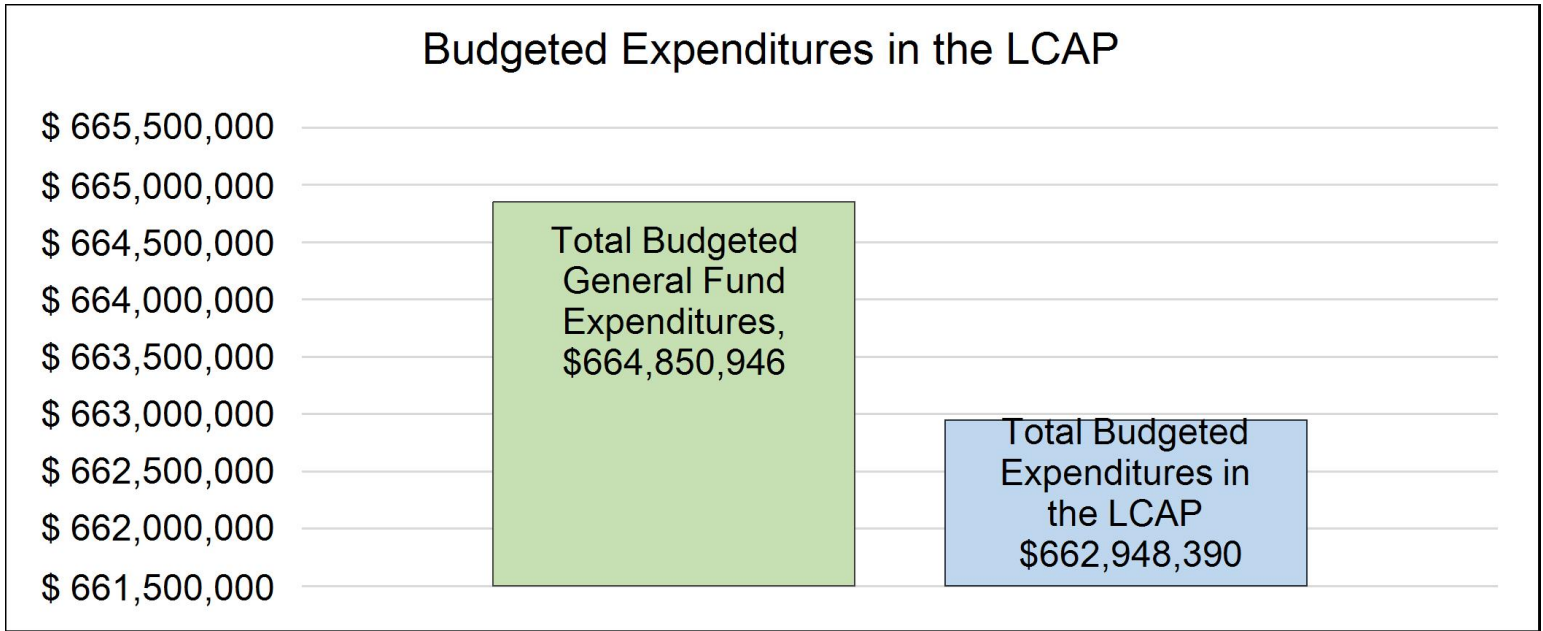$39,808,150 , 6%

This chart shows the total general purpose revenue Clovis Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Unified School District is $684,584,646, of which $455,232,685 is Local Control Funding Formula (LCFF), $138,005,712 is other state funds, $15,483,557 is local funds, and $75,862,692 is federal funds. Of the $455,232,685 in LCFF Funds, $39,808,150 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 665,500,000	
$ 665,000,000	
$ 664,500,000	Total Budgeted General Fund Expenditures, $664,850,946
$ 664,000,000	
$ 663,500,000	
$ 663,000,000	
$ 662,500,000	Total Budgeted Expenditures in the LCAP $662,948,390
$ 662,000,000	
$ 661,500,000	

This chart provides a quick summary of how much Clovis Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Clovis Unified School District plans to spend $664,850,946 for the 2022-23 school year. Of that amount, $662,948,390 is tied to actions/services in the LCAP and $1,902,556 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
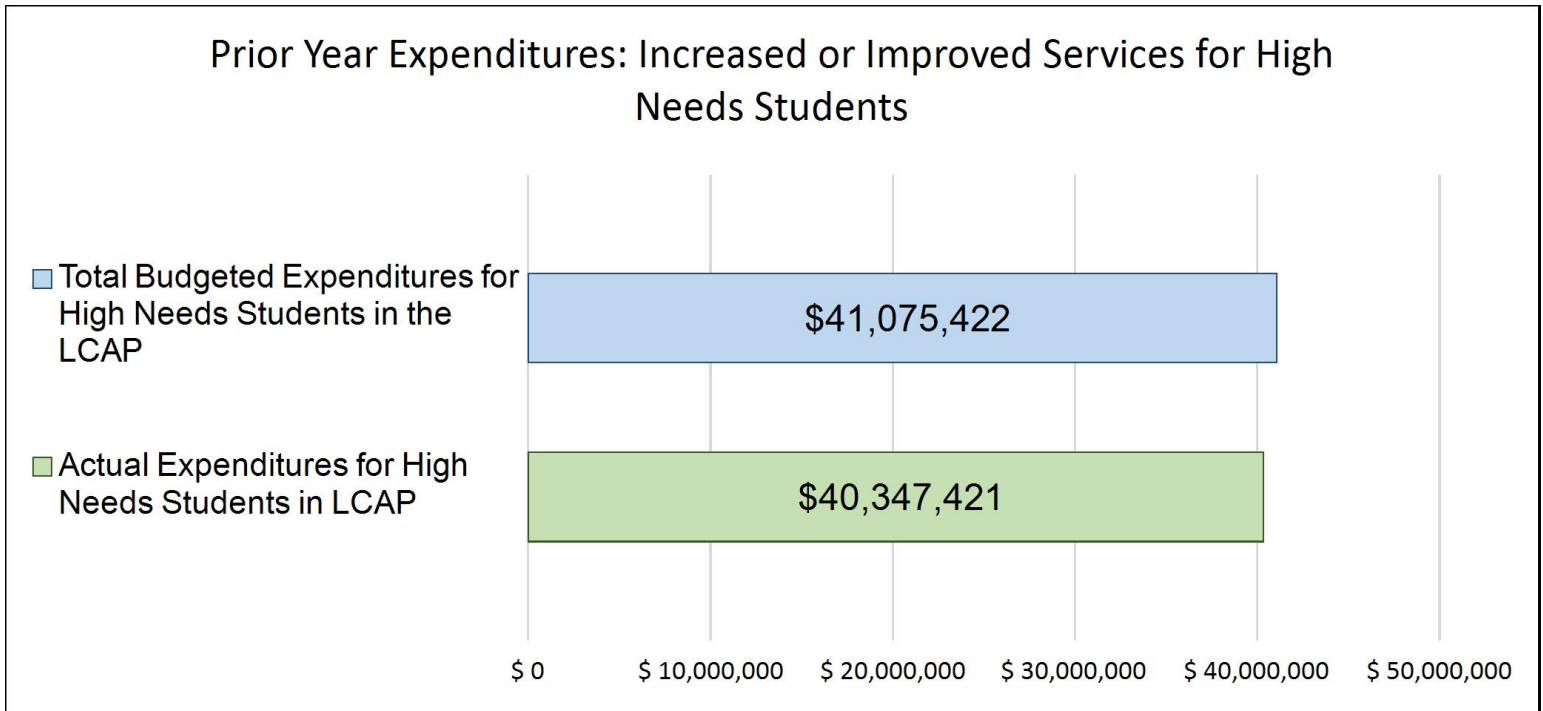
Debt Service, various inter-fund transfers out, and indirect costs budgets are not included in the LCAP. Inter-fund transfers out include, but are not limited, to support for facilities, Certificate of Participation debt service, and a contribution to the Adult School.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Clovis Unified School District is projecting it will receive $39,808,150 based on the enrollment of foster youth, English learner, and low-income students. Clovis Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Unified School District plans to spend $39,808,150 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

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

Total Budgeted Expenditures for High Needs Students in the LCAP $41,075,422

Actual Expenditures for High Needs Students in LCAP $40,347,421

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000 $ 50,000,000

This chart compares what Clovis Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Clovis Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Clovis Unified School District's LCAP budgeted $41,075,422 for planned actions to increase or improve services for high needs students. Clovis Unified School District actually spent $40,347,421 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-728,001 had the following impact on Clovis Unified School District's ability to increase or improve services for high needs students:

District has had a difficult time with recruitment. Additionally, due to the pandemic professional development sessions were delayed.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Unified School District	Dr. Eimear O'Brien, Superintendent	eimearobrien@cusd.com 559-327-9000

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Clovis Unified Adopted Budget included all updates to ongoing revenues approved through the Budget Act of 2021. The Adopted Budget did not include the new ongoing Expanded Learning Opportunity Program (ELO-P), the one-time A-G Completion Improvement Grant, or the one-time Educator Effectiveness Block Grant (EEBG). The District is projecting to receive about $7.3M for the 2021-22 fiscal year for the ELO-P. This is a new program enabling the District to offer a nine-hour school day, with the support of Child Development with before- and after-school programs. The plan for this new program is actively being discussed with a plan to implement the program in the 2022-23 fiscal year. The District recently submitted an application for the A-G Access Grant and A-G Learning Loss Mitigation grant. District allocation is

projected to be $2.6M. A plan was prepared prior to the deadline of April 1, 2022 and was presented to the Governing Board on March 30, 2022. The District is projected to received $10.3M from the one-time EEBG. The plan for this grant was taken to our Board for discussion on November 17, 2021, and for Action on December 10, 2021.

The one-time funds received through EEBG are available to school districts through June 30, 2026. The District's Plan committed the majority of its allocated funds ($7.8M) towards coaching and mentoring of staff as well as new teacher and administrator induction. This will be accomplished through contracted professional development, teachers on special assignment to support classroom teacher's ability to attend professional learning opportunities, induction and pre-induction mentor stipends to support the increased number of teachers in the induction and pre-induction programs, and substitute allocations to support classroom observations for induction participants and mentors.   The balance of the District's allocation will be used to support instruction, professional learning for certificated and classified educators in early childhood education, or childhood development. This will be accomplished by offering tuition reimbursements to meet the needs of the expansion of the Universal Transitional Kindergarten (UTK) program. To implement UTK there will be additional credentialing requirements, staff needed to prepare for the implementation of UTK, and training opportunities for existing staff. The implementation of the Plan has been somewhat difficult due to staffing shortages. The District is diligently working to recruit qualified employees to fill these positions.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Clovis Unified School District's Unduplicated Pupil Percentage three-year rolling average is below the 55% threshold. The District does not receive concentration grants or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Parents, teachers, students, staff, and community members were involved in the development of the ESSER III Expenditure Plan. The ESSER III Plan was developed in conjunction with the 2021-2022 school year's Local Control Accountability Plan (LCAP) and Expanded Learning Opportunity (ELO) Grant Plan. During processing, over 100 district-wide stakeholder engagement meetings were held. Informational meetings were offered in multiple languages, in person, and virtually in January and April 2021. In addition, students and parents were surveyed in the Spring of 2021 to gather identifying strengths and areas of improvement for all three plans. These surveys thoroughly covered individual school site and districtwide topics such as engagement, instruction, school connectedness, technology access, and differentiated assistance for foster and homeless youth. The data was reviewed at both district and site levels. Comments were organized and processed with input

from school site leaders, school site staff members, students, and parents to identify actions, services and budget for all COVID relief funds, including ESSER III.

During the April 20, 2021, District English Learning and Advisory Committee meeting a needs assessment for the 2021-22 school year was discussed. Committee members were provided with tools to submit input related to after school programs and the Local Control Accountability Plan (LCAP). An interactive LCAP has been created and stored on the District webpage. All documents, including forms to submit comments, are available in English and Spanish. This information contributed to the actions and services included in LCAP, ELO, and ESSER III Expenditure Plan.

As a part of the District's Title VI Native American Indian Program a parent survey was conducted from February 15 through March 3, 2021. The survey was an opportunity to receive suggestions for parent trainings, ways to get parents more involved in the school system, how to prepare students for college or career, and other ways to meet student needs. The survey results were compiled with all other data collected and contributed to the actions/services of the LCAP, ELO, and ESSER III Plans.

To ensure we are collaborating with external agencies representative of our entire student population, additional outreach is conducted through our Student Services and School Attendance, Special Education, and Supplemental Services teams. The teams collaborate with the following groups on an ongoing basis: (1) Fresno-Madera Continuum of Care Committee – A group that includes all agencies that work with homeless in Madera and Fresno Counties; (2) Fresno County Foster Youth Services Executive Committee – A group that includes all Fresno County Foster Youth Educational Liaisons and Fresno County Department of Social Services Educational Liaisons; (3) Clovis Unified Foster Youth Advisory Committee – A group that includes representatives from Clovis Unified Group Homes, Foster Parents, Social Workers, Transition Coordinators, CASA Advocates and SSSA; (4) Fresno County Education Transition Services Sub-Committee – A group that includes representatives from all Fresno County School Districts, Juvenile Probation, Juvenile Justice Educational Center, and Violet Heintz; (5) Exceptional Parents Unlimited; (6) Jakara Movement; and (7) Marjaree Mason Center.

It is important to the Board and District Administration to gather feedback from our employees. The District organized a committee comprised of representatives from all district employee groups who worked on the front lines when bringing students back to campus for the first time during the 2020-2021 school year. The committee was comprised of: teachers, principals, special education administrators, school site support staff, district office business support, operations employees, and district administrators. The Committee's first meeting was held on March 10, 2021. There was a series of five meetings, with a final recommendation made on April 28, 2021. This committee worked together to provide input and discuss a proposal of eligible expenditures. A list of over 150 items was developed. Each lead presented information on the items and provided projected costs. After gathering feedback from others in their departments or site communities, the committee prioritized the list of potential expenditures. Input from this committee contributed to development of the ESSER III expenditure plan.

A form aimed to gather questions and concerns from our community regarding the 2021-22 school year was and continues to be available on the District website. Comments and questions submitted were used to help with communication to our community and to provide input towards the development of expenditure plans related to COVID relief funds. https://www.cusd.com/2021-22SchoolYear.aspx. The District's Return to Campus webpage is reviewed weekly by key staff members. Updates are consistently made to address the everchanging guidelines set forth by the Fresno County and California Department of Public Health and the Governor's office. It is important to note that all information on the

District's website can be automatically translated into one hundred different languages.

The Plan was available on the District website for public comment, beginning on October 13, 2021 through October 19, 2021. The Board took Action on the ESSER III Expenditure Plan during the October 20, 2021 Board meeting. The District's approved ESSER III Plan can be accessed at the following link, https://www.cusd.com/Downloads/Clovis%20USD%20ESSER%20III%20Expenditure%20Plan7.pdf .

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Health and Safety of students, educators, and other staff
Successes:
(1) District continues to order devices with 1:1 as a goal.
(2) Upgraded HVAC systems throughout the District, enhanced daily cleaning practices, deliver Merv 17 rated HEPA filter units to every classroom, muli-purpose room, and gym throughout the District.
(3) Thirty-five district sites will have a new shade structure installed by the end of the year. This will allow our students to enjoy an outdoor learning and meal service space to assist with mitigating the spread of the virus.
(4) Positions for additional custodial staff to assist with increased cleaning standards and additional health services staff to assist with testing and contact tracing have been posted and continue to be filled with qualified team members. Every site has at least one COVID Assistant to assist health services. Drive thru testing sites have been added to bring students and staff back to school as soon as possible according to the current quarantine/isolation guidelines. COVID cases were reported to the Fresno County Health Department. The work our team has done to implement automated forms has been a tremendous help.
Challenges:
Staffing continues to be a challenge. It has been difficult to recruit new team members to fill the positions established. We have leaned on our existing staff to work additional time to be sure that we are able to provide a safe working environment for our staff and to ensure our students are able to return to school.

Continuity of Services
Successes:
(1) The changes to the Independent Study requirements created a new layer of complexity to an already complicated year. The District entered into a contract with Docu-Sign to electronically gather the paperwork needed to recover ADA while students are out due to COVID quarantine or isolation. Teachers and classified staff are compensated to work after hours to ensure our students have the support they need to complete assignments while absent from school. Teachers provide necessary assignments and engagement requirements with students. Classified staff help ensure the appropriate paperwork is completed.

(2) Software programs implemented while students were learning online became an important part of the instructional day. The District was able to purchase new and extend existing software contracts. The online support these programs have provided have allowed for continuity of services whether the student is learning in the classroom or at home.

Challenges:
(1) Implementing the new process was difficult at first. The Clovis Unified team has stepped up to make sure our students are provided the support they need to be successful and not miss out on important instructional time.
(2) The District will need to be diligent in analyzing the use of the software programs to ensure they are being utilized at the school sites. A plan will need to be developed to fund the programs beyond COVID relief dollar authority.

Implementation of the ESSER III Expenditure Plan
The District has successfully begun the implementation of the actions included in the approved ESSER III Plan. Staffing shortages and supply chain issues have created challenges. Our team continues to pivot as needed to ensure our staff and students have the tools needed to mitigate the spread of the virus and to mitigate any learning loss that may result from lost instructional time.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The LCAP, Safe Return to In-Person Instruction & Continuity of Services, and the ESSER III Expenditure Plan are all consistently aligned to each other as well as to the District's Strategic Plan which provides the framework of the District's budget.

Safe Return to In-Person Instruction and Continuity of Services Plan
Clovis Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by providing outdoor learning and meal service spaces for students, upgrading air quality systems throughout the District, and adding positions critical to providing a safe in-person leaning environment.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP. The District upgraded to air quality systems that are proven to reduce the spread of the COVID virus. This extra ,measure reassured our staff and students that it was safe to return to on-site learning. If the pandemic has taught us one thing, it is that students need to be at school to maximize achievement both academically and social-emotionally. Contact tracing and COVID testing has been a critical component to keep students on campus and to allow students to participate in co-curricular activities.   Hiring high quality employees to assist with testing and providing additional time as needed for existing employees was imperative to ensure student and staff safety.

ESSER III Expenditure Plan

Clovis Unified School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by providing instructional opportunities beyond the normal school day. To implement new independent study requirements, additional teacher support was needed to ensure students who were absent were consistently engaged.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by ensuring all staff and students have appropriate access to technology to ensure the District is operating as effectively and efficiently as possible. The technology, software programs, and additional staff are an important part of student achievement.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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'Brien Superintendent	eimearobrien@cusd.com 559--327-9000

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 Clovis, 20% of Fresno and a small portion of unincorporated Fresno County. CUSD comprises five high schools, five intermediate schools, 34 elementary schools, four alternative education schools, one adult school, one online charter school, the Center for Advanced Research and Technology (CART), and one outdoor and environmental education school. CUSD enrollment comprises of 36% White, 41% Hispanic, 16% Asian, 3% African American, and 4% other. In Clovis Unified, 49% of the students are Socioeconomically Disadvantaged, 10% have Special Needs, 5% English Learners, .15% Homeless, and

.49% Foster Youth. This is the first year over the last couple of years that we are fully in-person for instruction. Clovis Unified faces challenges with dealing with learning loss caused by the COVID-19 pandemic. We also recognize that there is an increased need for mental health and social-emotional support. Our 2021-2024 LCAP was revised with these needs in mind. 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 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 2021-2024 LCAP utilizing the prior year's approved LCAP. The district has a well-established strategic plan, aligned to the LCAP. District townhall meetings and site meetings were held to communicate with our community and to gather feedback from all educational partners. Surveys were conducted in the spring. 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 identified students as exemplified by the scores for FY, LI, and EL students on academic metrics. A review of the local data and the California School Dashboard reveal much success within Clovis Unified.

Recent success with local metrics from the 2021-22 School year or most recently available data:
A-G completion rate grew from 59.8% to 59.9%
Percent of EL students scoring Level 3 or Level 4 on ELPAC grew from 56% to 65.12%
AP course offering remained the same at 29 classes offered
High school graduation rate increased from 95% to 95.3%
Middle school dropout rate remained at 0%
CTE pathway completion rate grew from 39% to 48%
A-G completion and CTE pathway completion grew from 21.96% to 33%
Suspension rate dropped from 2.7% to 0.5%
Attendance rate grew from 95% to 96.6%
Expulsion rate dropped from 0.04% to 0.01%
Parent involvement at the school site grew from 70% to 81%
Parent overall safety satisfaction grew from 81% to 87%
Student overall safety satisfaction rate grew from 84% to 89%
Student overall connectedness grew from 66% to 71%
Access to broad course of study remained at 100%
There were no misassignments or vacancies for two years in a row

100% of teachers attended professional development during the school year
100% of the classrooms implemented the content standards
100% of the students had access to standards-aligned instructional materials

The 2019 Dashboard (the latest figures available to us) revealed the following overall successes:
In the area of Academic Progress:
- English Language Arts: Blue with 51.3 points above standard and an increase of 5.7 points
- Mathematics: 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: Green with 68.8% prepared and an increase of 6%

In the area of Academic Engagement:
· Graduation Rate: Green with 94.5% graduated and maintained 0.5%
· Chronic Absenteeism: Yellow with 7.1% chronically absent and maintained 0.3%
In the area of Conditions and Climate:
· Suspension Rate: 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 used to measure success with our actions and services. These metrics include, but are not limited to, academic success, chronic absenteeism, graduation rates, and suspension data. Below are the details for these metrics in 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.

(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 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.

(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. 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. We are reducing class sizes in K-3rd grade levels at all Title I schools in our district. 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 continuing the expansion of actions that provide intervention time in the areas of math and literacy. We will also continue providing more opportunities for credit recovery to keep students 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 expanded that program to include ELA last year. Professional learning has been a factor in our success over the last few years and we will continue to offer our staff the most relevant training to meet the unique learning needs of our students with a focus on increased support for our unduplicated students and for students most affected by the pandemic.

With California's accountability system through the Data Dashboard, school districts throughout the state identified for Differentiated Assistance, requiring additional support in 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 consider 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 and other indicators. The following data supports our success in Differentiated Assistance over the last two years:

Foster Youth:
2018-2021 Suspension: Decreased 17.9%
2019 Math: Increase 21.9 points
Homeless:
2018-2021 Chronic Absenteeism: Increased 3.1%
2018-2021 Suspension: Decreased 11.7%

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 resources needed to be successful. Attendance officers assigned to these students make individual contacts, 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 provide 24/7 online tutoring and in person support 1:1. We also plan to continue connecting our students to community mentors.

Clovis Unified plans to continue the implementation of most of our actions and services to maintain the positive trajectory for all students and especially for our FY, LI, and EL students.

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.

The 2021-2022 school year has proven to have its challenges. Our staff worked tirelessly to meet the individual needs of our students during these difficult times. Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020 or 2021. The areas of need described in this section are based on local indicators and available state data. CUSD's 2019 Dashboard results are also included. Although we've experienced success in "All" categories, the 2019 Dashboard demonstrates that the district needs to improve significantly across multiple Dashboard indicators for some student groups.

The following local and state indicators identify areas of needed growth in our district. The comparative data is from the 2021-22 school year.

EL Reclassification rate dropped from 18% to 6.9% (some of this was caused by students not being tested due to COVID).
AP course enrollment dropped from 22.8% to 22.5% with less than 1% EL students and foster youth
AP passage rate dropped from 73% to 61%
High school dropout rate increased from 2% to 2.1% (EL 4.7%, FY 18.2%, SED 3.9%)
ELA local benchmarks (iReady) 53% went down to 47% (EL 21%, FY 16%, SED 36%)
Math local benchmarks (iReady) dropped from 44% to 37% (EL 15%, FY 10%, SED 25%)
Chronic absenteeism grew from 8% to 9.9% (EL 11.4%, FY 32.8%, SED 13.7%)
Staff overall safety satisfaction dropped from 87.4% to 82%

Per the 2019 Dashboard, 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.

2022-23 Needs Assessment:
After careful analysis of our metric data for the last two years, we have determined that there were specific needs for our FY, EL, and LI students. Clovis Unified undertook a needs assessment spanning multiple years looking at current practices, comparing them to the metric data and developed a plan of action to meet the needs of the identified groups. Parents, students, staff, employee groups, and district administration determined the following needs (actions aligned to these needs are detailed below):

Lower class sizes (1.2)
Increased access to CTE (1.5)
Exposure to career opportunities and college (1.6)
Increased intervention (1.10)
Additional instructional support (1.11)
More time for learning (1.12)
Support for alternative education students (1.13)
Academic vocabulary and literacy skills for EL (1.20)
Remediating health concerns (1.21)
Adults to connect students to school (1.22)
Perception of safe school and student connectedness (1.24)
Effectiveness of MTSS (1.26)
Positive school climate (1.27)
Behavioral support (1.29)
Social-emotional support services (1.30)
Mental wellness (1.31)
Supplemental resources (2.5)
Technology (2.7)
Caring adult to help with transitions (2.11)
Additional counselor support for transitions (2.12)

To build upon these previous needs, Clovis Unified extends its commitment to our significant subgroups through actions and services in the 2022-2023 LCAP. We learned over the last few years that technology access was a struggle for our LI 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 included a new action/service in the 2021-2024 LCAP to specifically meet this need. We have designated $500,000.00 for this. We are continuing that action for the 2022-2023 LCAP. 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 implemented iReady in our schools with the 2021-2024 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 gaps in academic areas and for chronic absenteeism (homeless). This LCAP continues to 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 employs an Assistant Director, Intervention Guidance Learning Specialist (GLS), and an administrative assistant. The LCAP also funds six attendance officers who support these students. The SSSA intervention team including attendance officers manages cases, makes individual family contacts, conducts needs assessments, coordinates transportation, and provides educational supplies to students. 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 continue to implement the following actions:

*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 student.
*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 $101,898,100.00 per year through the LCAP to support students with disabilities and implement the actions within their IEPs through support of resource specialist teachers at Title 1 schools. 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 to ensure they are properly placed and receive services in a timely manner. We plan to hire mentors and tutors at the alternative sites to work with SWD to extend opportunities for 1:1 support to help fill any learning and social emotional needs to successfully transition students to the comprehensive school site. These actions were implemented in last year's LCAP and are continuing for the 2022-2023 LCAP.

Our work with EL students is important. With this LCAP, we plan to expand the offerings for our EL students by providing them more support and additional time to achieve grade level standards. For the 2022-2023 LCAP, we have increased intervention and push-in time and are offering additional courses for support at the secondary level. We are revising our EL summer school program format to embed academic language support within the regular summer school classrooms. With the last LCAP, we hired a Learning Director on Special Assignment to coordinate districtwide services, testing requirements, and professional development activities for these students.

We know that our SED students, EL students, foster youth, homeless, and LI students struggled with distance learning during the COVID-19 pandemic. Our data historically shows that these students underperform ALL students when measured by state and local assessments. That trend continues this year. Last year we expanded our actions and services to offer interventions before and after school and to offer additional intervention classes during the school day, specifically for identified students. We also have in place our Transition Team members (multiple personnel assigned to FY, EL, and LI 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 be more likely to succeed in school. This aligns with the feedback we received from our educational partners and we will be continuing these services in the 2022-2023 LCAP.

Of special concern this year is a focus to continue efforts to close learning gaps in ELA and Math, when measured by local metrics (specifically iReady). We plan to continue to offer iReady and expand the intervention services through this system. This year was our first year with the full iReady system in place. For the LCAP, we have winter data available. We look forward to using CAASPP data as it becomes available to us this summer for the 2021-2022 school year. This will provide us additional data to identify student strengths and areas for improvement. To support ELA and Math growth, we are expanding intervention actions and services in this upcoming LCAP.

LCAP Highlights

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

Our LCAP aligns with our strategic plan. The first Goal is to Maximize Achievement for ALL students. We anticipate growth over the three-year LCAP cycle to meet established goals for these metrics.

Our most important expected annual measurable outcome is centered on academic success as measured by the CAASPP assessment. We also have personnel and systems in place to meet the needs of FY, EL, and LI students, providing them with academic support, and school connectedness. This will positively influence the important measures of attendance rate, chronic absenteeism, suspension, and expulsion rates.

Of special note is the funding of our transition program. Personnel in the transition program work directly with FY, EL, and LI students to provide wrap-around services, ensuring that all students are receiving social-emotional, interpersonal, and academic skills necessary to be successful in school. This program, often featured at LCAP Advisory Nights, is deemed successful by enrolled students and parents per the annual transition program survey. The following actions are set aside for this program:

Goal 2, Action 9 Increased Connection Points to School ($570,000)
Goal 2, Action 10 Transition Team Student Relations Liaisons ($2,572,672)
Goal 2, Action 11 Transition Directors ($1,125,222)
Goal 2, Action 12 Transition Counselors ($2,033,421)
Goal 2, Action 13 Transition Learning Directors ($1,252,248)

Listed below is a summary of the proposed additions to the 2022-2023 LCAP as compared to the prior year LCAP.

Supplemental Funding Projection for 2022-2023:
· 49.3% single year unduplicated pupil percentage, 48.59% three-year rolling average

· LCFF Supplemental Grant Fund Allocation increases of 4.4 million dollars when compared to the 2021-2022 allocation.

Recommended additions to the 2022-23 LCAP Actions and Services include:
- Expanded class size reduction at Title I schools in all primary grade levels
- Expanded CTE courses

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 two schools that have been identified for Comprehensive Support and Improvement (CSI):

Pinedale and Clovis Community Day School Secondary are our two CSI schools.

Support for Identified Schools

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

To provide support to eligible schools in developing Comprehensive Support and Improvement plans, needs assessments are conducted annually with frequent monitoring throughout the school year.   There are a variety of data points used by the school sites during this needs assessment process including CAASPP results, which determine eligibility for CSI. The district utilizes Data Insights, a continuously updated dashboard with prebuilt reports designed to be relevant and actionable. Reports are 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 also provides local assessments that measure student growth throughout the year. For example, the district provides Math and Language Arts formative assessments called iCAM, iCAL, and iReady to monitor student progress towards achieving the adopted standards. The Illuminate system provides a variety of reports allowing the schools to make the data actionable. Beyond SST is used for progress monitoring and measuring outcomes that promote data driven decision making and identifying research based interventions. The district supports schools in using these high stakes data points to determine goals, identify potential resource inequities and formulate next steps for improvement. School Plans for Student Achievement (SPSA) are written to meet the requirements for CSI plans.

Once needs are identified, a team of site and district administrators selects evidenced based interventions to support the plan. The Director of MTSS will provide additional support to plan, implement and monitor activities bringing in consultants and additional resources when

needed. Examples of specific evidence based interventions being utilized include Teaching Pyramid, Tiered Writing Support, Early Literacy training, Benchmark Steps to Advanced, iReady, and Read 180. Professional development is offered to support these interventions. Resources needed to support these interventions are also provided to sites.

The district values the input of a variety of educational partners 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 educational partners to keep a pulse of perceived needs. Survey data feedback is discussed during school site parent meetings, including 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 the 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 on 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 the 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 areas that may require follow-up targeting. These targets help form the basis of resource inequities. Data from multiple district-created surveys were used to gather stakeholder feedback from staff, students, and parents/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). SPSAs are written to meet the requirements for CSI plans. These plans are used to document goals, expected outcomes, and actions with correlated metrics. Implementation, monitoring and the evaluation of effectiveness occurs after each benchmark cycle. Based on the results, site leaders begin the next cycle, determining the next areas of focus. Site and district leaders conduct regular monitoring of actions and review progress. Coaching and support is provided from the Director of MTSS in areas of need, including but not limited to, additional data monitoring and action implementation assistance from the district and identified consultants. District leadership provides the data and resources needed to implement actions. For monitoring of graduation rate, schools can track student performance in 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 and site and district leadership to monitor student growth. In addition, the district considers suspension/expulsion data, attendance, behavioral, climate results, 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 gap. These data points are presented at SART, SSC and ELAC meetings. 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 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Educational Partners 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 this plan was gathered from January 2022 to May 2022. Development of the 2022-23 LCAP took place throughout the school year.

Following several months of work to implement the LCAP actions and services, District and school leaders held well over 100 educational partner meetings during the school year to gather input (including meetings at every school site in the district). Parents were invited to participate at these meetings 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 School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, site level student meetings, School Assessment Review Team (SART) and Parent Teacher Club (PTC) meetings in January through May. These meetings included parents, students, classified and certificated employees and community members. Each partner group was encouraged to share recommendations and considerations for improvement. Meetings focused on the CUSD Mid-Year Report 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 meetings held throughout the 2021-2022 school year. Parents and students were asked to provide their feedback on district wide surveys that were administered in January for students and March for parents. Meeting feedback was analyzed and recommendations for action/service modifications were 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, and represented employee groups were presented on February 28, 2022 and we presented community feedback and suggestions for possible changes in actions and collected their feedback (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 received the January 24, 2022 PowerPoint, emphasizing the purpose of LCAP, spotlighting LCAP highlights and had the opportunity to share their unique feedback (meetings were held at school sites throughout February and March), site and District English Learner Advisory Committee (DELAC), and Parent Advisory Committee (PAC) occurred. The LCAP was specifically discussed at PAC meetings held on November 30, 2021, March 1, 2022, and May 3, 2022. It was presented to the DELAC parents at meetings held on October 26, 2021, January 18, 2022, April 19, 2022, and May 3, 2022. The LCAP was presented to the PAC committee on May 3, 2022. The LCAP was presented to the DELAC committee on May 3, 2022. A letter from the superintendent was sent to these committees in response to the comments and suggestions on May 5, 2022. LCAP information was shared with CSEA, CUBSS, and Faculty Senate (bargaining units/ employee groups) on February 28, 2022 and feedback was gathered through ThoughtExchange.

Educational Partner Feedback:
· Parents (Fall 2021, survey; LCAP Parent Advisory Nights: January 24, 2022 and April 4, 2022); location: area schools and Clovis North High School.

·PAC (November 30, 2021, March 1, 2022, and May 3, 2022) Draft of LCAP was presented at this meeting and the superintendent responded in writing to questions asked by the group; location: Professional Learning Center.
· DELAC (October 26, 2021, January 18, 2022, April 19, 2022, and May 3, 2022) Draft of LCAP was presented at this meeting and the superintendent responded in writing to questions asked by the group; location Professional Learning Center.
· Pupils at school site meetings held by principal (Spring 2022)
· Bargaining Unit Certificated (ACE Psychologists) Other certificated employee groups (Independent Clovis Unified Educators, Faculty Senate) (February 28, 2022); Location: Professional Development Building in conjunction with Superintendent's Staff.
· Bargaining Units Classified (California State Employees Association), Classified employee group (Classified Unit Business Support Senate) (February 28, 2022); Location: Professional Development Building in conjunction with Superintendent's Staff.
· Teachers (Meetings held at the school sites between January 2022 and April 2022)
· Other Employees (Meetings held at the school sites between January 2022 and April 2022)
· Administration including District Leadership, Principal Meetings, Division Meetings, Administrator Professional Learning (Fall, 2021; Spring 2022); location: Areas, Professional Learning Center, and Professional Development Building.
· Community: (Monthly Parent Teacher Clubs (PTC) meetings held at sites; SSCs and ELAC meetings held at the school site in the Fall 2021 and Spring 2022)
· The Clovis Unified SELPA feedback occurred during Special Education Program Specialists (SEPS) meetings (Held at the Professional Development Building bi-weekly in the Fall and Spring of 2021-22) where students with disabilities were discussed in the context of the LCAP and we reviewed actions specific to these students. The Clovis Unified SELPA also meets five times throughout the year with the Community Advisory Committee to gather feedback. (Held at the Professional Development Building).
· Public Comment Period (May 11-May 18, 2022; Draft LCAP available online on the district's website or from school sites; online comments made available)
· Public Hearing at the Governing Board Meeting (May 18, 2022 @ 6:45pm); location: Professional Development Building.
· LCAP and Budget approved at Governing Board meeting on June 8, 2022 at the Professional Development Building.
·Local Indicators Report presented at the same Governing Board meeting as the LCAP approval at the Professional Development Building.

A summary of the feedback provided by specific educational partners.

Throughout our meetings held at the district and at the school sites, we utilized a system called ThoughtExchange. ThoughtExchange prioritizes presented thoughts based on ratings from other participants. Below are some of the common themes from each of the educational partner groups.

Students (n=476)
Dress code needs to be less strict
The school should be more aware of racist statements
Students need more computers

Mental health support

Parents (n=248)
Improved mental health professionals
Handling bullying at the school sites
Continue free breakfast and lunch
Academic intervention starting at the beginning of the school year

Staff (n=804)
Hire additional Instructional Assistants to support targeted interventions
Class size reduction
Social-emotional support
Behavioral support

LCAP Advisory Meeting, January 24, 2022 (n=178)
Ongoing quality staff training
Continued support for transition programs
Mental health support at every school site
Class size reduction
Increased career technical education (CTE)

LCAP Advisory Meeting, April 4, 2022 (n=189)
Mental health must be a priority
More academic counselors
Professional development on intervention programs
Continued support of CTE program

Employee Groups (n=36)
More foster and homeless support
Keeping our facilities world-class
Social-emotional support
Behavioral intervention

PAC/DELAC/FOSTER YOUTH (n=30)
After school programs at all schools
Mental health support at secondary sites
Class size reduction

While there were some differences, some common themes were found in each of the groups. The following were some of the more common themes:

More support for social-emotional needs
Class size reduction
Academic intervention
Professional development
Expanded CTE program

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: 88%)
My child's reading skills are improving. (overall: 89%)
My child's mathematics skills are improving. (overall: 88%)
School personnel and site safety procedures are in place to maintain a safe and secure school environment for my child. (overall: 87%)
This school communicates the importance of respecting all cultural beliefs and practices. (overall: 82%)
Character building (e.g. Positivity Project, Character Strong, and Second Step) is an important part of the educational program at this school. (overall: 82%)
The school-to-home communication meets my needs as a parent. (emails, newsletters, phone calls, Facebook, Remind, Twitter, Peachjar, Parent Connect, etc.) (overall: 90%)
This school has a positive school climate. (overall: 87%)
I know how to get help for my child if they are struggling in school. (overall: 81%)
This school has adults who care about students. (overall: 92%)
The buildings and grounds are maintained at this school. (overall: 96%)
How much do you agree that your school values your race or ethnicity? (overall: 74%)
The staff at my school respects the differences in students' race, ethnicity, or cultural background. (overall: 76%)
The school does a good job of handling and resolving conflicts between students regarding race, culture, or ethnicity. (overall: 52%)
Indicate how you feel about the district dress code. The dress code should be:
A) Left as is (overall: 55%)
B) More Strict (overall: 8%)
C) Less strict (overall: 23%)

D) No code (overall: 1%)
E) No opinion (overall: 14%)
I have attended one school meeting. (for example an Open House, Back to School Night, SART, School Site Council (SSC), IDAC, PAC, ELAC, parent-teacher conference, etc.)
A) Yes (overall: 81%)
B) No (overall: 19%)
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: 39%)
B) A fair amount (overall: 46%)
C) Not very much (overall: 9%)
D) Not at all (overall: 2%)
E) Do not know (overall: 5%)
My child has attended or participated in a school or class event, such as a play, performing arts event, sports event, or other school-related activity.
A) Yes (overall: 79%)
B) No (overall: 21%)
Please indicate if your child or children participate in any of the following programs: (Mark all that apply.)
A) Special Education (overall: 7%)
B) English Learner (overall: 3%)
C) Transition Program (overall: 2%)
D) Free School Lunch Program (overall: 28%)
E) None of these (overall: 67%)
How many years have you had a child enrolled in the Clovis Unified School District
A) Less than 1 year (overall: 10%)
B) 1-2 years (overall: 11%)
C) 3-5 years (overall: 29%)
D) 6-15 years (overall: 42%)
E) More than 15 years (overall: 7%)

Students:
What is your current grade level?
A) Grade 4 (12%)
B) Grade 5 (15%)
C) Grade 6 (15%)
D) Grade 7 (13%)
E) Grade 8 (13%)
F) Grade 9 (13%)

G) Grade 10 (13%)
H) Grade 11 (7%)

I like my school. (overall: 74%)
My school provides a quality education. (overall: 85%)
My school teaches the importance of respecting all cultural beliefs. (overall: 70%)
My school teaches the importance of good character. (overall: 77%)
My school is a safe place for learning. (overall: 76%)
My school is a welcoming place for students. (overall: 71%)
My school values my race and ethnicity. (overall: 69%)
My school is clean. (overall: 44%)

My school fairly applies school rules. (overall: 63%)
The adults at my school do a good job of resolving conflicts between students regarding culture or ethnicity. (overall: 53%)
Students treat the adults at my school with respect. (overall: 42%)
My school consistently enforces the school dress code. (overall: 65%)
The principal and GIS (or Learning Directors) treat me fairly. (overall: 72%)
Students treat each other fairly. (overall: 34%)
Teachers treat students fairly. (overall: 69%)
Other adults, who work at my school, treat students fairly. (overall:72%)
My teachers care if I do well in school. (overall: 84%)
My teachers value my ethnicity and culture. (overall: 69%)
My ethnicity and culture is represented in the curriculum used in my class(es). (overall: 48%)
My teacher makes class lessons interesting. (overall: 61%)
My teacher connects class lessons with real life. (overall: 68%)
I know my words and actions can affect others in a positive or negative way. (overall: 94%)
I get along with students who are different from me. (overall: 85%) Students in my school care about each other. (overall: 42%)
I am able to pay attention and follow directions. (overall:82%)
]I am able to work independently. (overall: 85%)
I am able to set and work toward personal goals. (overall: 81%)
I know if I work hard, I can improve. (overall: 93%)
I know when learning gets hard, I can improve with practice and support. (overall: 87%)
I feel like I am a part of my school. (overall: 83%)
My school provides good after school programs. (overall: 77%)
Teachers care if I am absent from school. (overall: 64%)
I can get help at school when I need it. (overall: 93%)
Do you attend After School Education and Safety Programs (ASES) at your school?
A) Yes (10% of elementary students)

B) No (90% 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: 71%)
B) No (overall: 24%)
C) Don't Know (overall: 6%)
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: 40%; elementary: 43%; intermediate: 37%; high school: 33%)
B) School Athletics (overall: 65%)
C) Curricular (overall: 13%)
D) Clubs (overall: 19%)
E) Other (overall: 20%)
Are you in special education?
A) Yes (overall: 4%)
B) No (overall: 96%)
My school provides enough support for special education students.(overall: 89%)
Are you an English Learner (EL) student?
A) Yes (overall: 13%)
B) No (overall: 87%)
My school provides enough support for English Learner (EL) students. (overall: 88%)
Are you in GATE?
A) Yes (overall: 5%)
B) No (overall: 95%;)
My school provides enough academic challenges for students in the GATE program. (overall: 76%)
What is your gender?
A) Male (overall: 47%)
B) Female (overall: 45%)
C) Prefer not to respond (overall: 8%)
Which of the following best describes your race?
A) American Indian or Alaska Native (overall: 2%)
B) Asian (overall: 15%)
C) Black or African American (overall: 3%)
D) Hispanic (overall: 20%)
E) Native Hawaiian or Other Pacific Islander (overall: 1%)
F) White (overall: 27%)
G) Two or more races (overall: 20%)
H) Prefer not to respond (overall: 12%)

Feedback for the 2022-23 LCAP was collected from the LCAP Parent Advisory group on January 24, 2022. A follow-up LCAP Parent Advisory meeting was held on April 4, 2022. 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, Career Technical Education, Transition Teams, and Class Size Reduction (CSR). 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 2022.

Current year feedback was gathered from educational partners, compared to previous feedback, and Actions & Services were either continued, deleted, or added to support students.
· Mental Health Support
· Smaller Class Sizes
· Expansion of CTE
· Additional Counselors
· Professional Development on Intervention Programs
· Maintain Increased Intervention Funds

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The educational partner engagement process influenced the development of this years LCAP. Looking at the most common themes in the prior section, the following describe how we meet that need.

More support for social-emotional needs-Many initiatives are temporarily funded through state and federal grants with actions that specifically target social-emotional wellness. We currently have the following actions and services designated in this year's LCAP to support social-emotional help: Goal 1, Action 13 (Healthy Start Coordinator), Goal 1, Action 17 (Mentoring Services at Alternative Sites), Goal 1, Action 19 (Clovis Support and Intervention), Goal 1, Action 25 (Comprehensive Youth Services), Goal 1, Action 26 (Administrative Support for MTSS), Goal 1, Action 27 (MTSS and PBIS), Goal 1, Action 29 (Behavior Consultation Team), Goal 1, Action 30 (Mental Health Support Providers), Goal 1, Action 31 (Lead Psychologists for Comprehensive Wellness Project).

Class size reduction-We have expanded Goal 1, Action 2 from one grade level at Title I sites to all primary grades.

Academic intervention-We have increased the amount of funding for intervention programs. One-time state and federal funds are also being used for these purposes. The following actions in our LCAP support intervention programs: Goal 1, Action 8 (Supplemental Instructional Support for Sites), Goal 1, Action 9 (Intervention Summer Learning Academy), Goal 1, Action 10 (Push-In K-6 Teachers), Goal 1, Action 11 (Additional Instructional support for core classes, Goal 1, Action 12 (Intervention Stipends), Goal 1, Action 14 (ELD Teachers at secondary schools), Goal 1, Action 15 (Online Curriculum for Intervention), Goal 1, Action 20 (EL Summer School), Goal 2, Action 5 (Supplemental Resources).

Professional development- A lot of our professional development is funded through state and federal grants and programs. We have the following actions and services in this year's LCAP to support this need. Goal 2, Action 14 (Professional Development for Diversity), Goal 3, Action 2 (Content Standards and AVID Professional Development).

Expanded CTE program- We have greatly increased the amount of funding this year for our career technical education programs. The increased action to support increased CTE services is Goal 1, Action 5 (Career Technical Education Courses).

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 identified students.
Based on feedback the following input was used to develop our 22-23 LCAP.

Inclusion of action(s) or group of actions.
- No new actions were included in this LCAP version.

Changes of action(s) or groups of actions.
- Shifted after school intervention programs action to another funding source.

- Removed the Parent Resource Center action and combined it with the Student Engagement action.

Changes to the level of proposed expenditures for one or more actions.
- Increased the Career Technical Education action ($260,000)
- Increased class size reduction to include all primary grades at schools with high populations of FY, EL, and LI students. ($540,000)
- Content Standards and AVID Professional Development ($550,000)

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

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, local assessments, 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 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	All: 59.9% EL: 37.9% SED: 51.7% FY: 15.8% Data Year: 2020-21 Data Source: DataQuest			All: 63% EL: 45% SED: 57% FY: 25% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL Students Scoring Level 3 or Level 4 on ELPAC	56% Data Year: 2019-20 Data Source: ELPAC data	EL: 65.12% Data Year: 2020-2021 Source: ELPAC data			EL: 62% Data Year: 2023-24 Data Source: ELPAC Data
EL Reclassification Rate	18% Data Year: 2019-20 Data Source: Local Data	EL: 6.9% Data Year: 2020-2021 Data Source: Local Data			EL: 22% Data Year: 2023-24 Data Source: Local Data
AP Course Enrollment	22.8% Data Year: 2019-20 Data Source: Local Data	All: 22.5% EL: <1% SED:18% FY:<1% Data Year: 2021-22 Data Source: Local Data			All: 26% EL: 5% SED: 25% FY:5% Data Year: 2023-24 Data Source: Local Data
AP Course Offering	29 Data Year: 2019-20 Data Source: Local Data	29 Data Year: 2021-22 Data Source: Local Data			29 Data Year: 2023-24 Data Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Passage Rate	73% Data Year: 2019-20 Data Source: AP Website	All: 61% EL: 100% SED: 50% FY: 60% Data Year: 2020-21 Data Source: AP Website			All: 78% EL: 75% SED: 55% FY: 55% Data Year: 2023-24 Data Source: AP Website
EAP ELA	This information is currently unavailable.	ALL: 77% EL: 68% SED: 68% FY: *Less than 10 students-data not reported. Data Year: 2020-2021 Data Source: Local Data will be used until CAASPP data is available			TBD Desired Outcomes will be established after the release of CAASPP EAP data
EAP Math	This information is currently unavailable.	ALL: 47% EL: 38% SED: 35%			TBD Desired Outcomes will be established after the release of CAASPP EAP data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY: *Less than 10 students-data not reported. Data Year: 2020-2021 Data Source: Local Data will be used until CAASPP data is available			
High School Graduation Rate	95% Data Year: 2019-20 Data Source: DataQuest	All: 95.3% EL: 84.9% SED: 92.5% FY: 75.8% Data Year: 2020-2021 Data Source: DataQuest			All: 96% EL: 87% SED: 93% FY: 80% Data Year: 2023-24 Data Source: DataQuest
Smarter Balanced ELA	Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until Smarter Balanced data is available.	Local Benchmarks will be used until CAASPP results become available.			TBD
Smarter Balanced Math	Local Benchmarks will be used until CAASPP results become	Local Benchmarks will be used until CAASPP results become			TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	available. TBD Replacing with Local data until Smarter Balanced data is available.	available.			
Percent earning Healthy Fitness Zone in Grade 5	TBD Data Year: Data Source: Local Data	Data will be available June 2022			TBD
Percent earning Healthy Fitness Zone in Grade 7	TBD Data Year: Data Source: Local Data	Data will be available June 2022			TBD
Percent earning Healthy Fitness Zone in Grade 9	TBD Data Year: Data Source: Local Data	Data will be available June 2022			TBD
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS Fall 1	All:0% EL: 0% SED: 0% FY: 0% Data Year: 2020-2021 Data Source: CALPADS Fall 1			All:0% EL: 0% SED: 0% FY: 0% Data Year: 2023-24 Data Source: CALPADS Fall 1
High School Dropout Rate	2% Data Year: 2019-20	All: 2.1%			All: 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest	EL: 4.7% SED: 3.9% FY: 18.2% Data Year: 2020-2021 Data Source: DataQuest			EL: 4% SED: 3% FY: 15% Data Year: 2023-24 Data Source: DataQuest
ELA Local Benchmarks (Grades K-8)	62% Above or On Grade Level Data Year: 2020-21 Data Source: iReady Spring Diagnostic	All: 47% EL: 21% SED: 36% FY: 16% Data Year: 2021-22 Data Source: iReady Winter Diagnostic			All: 55% EL: 25% SED: 40% FY: 20% Data Year: 2024-25 Data Source: iReady Winter Diagnostic
Math Local Benchmarks (Grades K-8)	57% Above or On Grade Level Data Year: 2020-21 Data Source: iReady Spring Diagnostic	All: 37% EL: 15% SED: 25% FY: 10% Data Year: 2021-22 Data Source: iReady Winter Diagnostic			All: 50% EL: 20% SED: 30% FY: 15% Data Year: 2024-25 Data Source: iReady Winter Diagnostic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	39% Data Year: 2019-20 Data Source: Local Data	All: 48% EL: 33% SED: 44% FY: 17% Data Year: 2021-2022 Data Source: Local Data			All: 45% EL: 35% SED: 48% FY: 20% Data Year: 2023-24 Data Source: Local Data
EL Students Making Progress Toward English Proficiency	56% Data Year: 2019 Data Source: Dashboard	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 23.68% Level 3- 41.44% Level 2- 25.9% Level 1- 8.99% Data Year: 2021 Data Source: ELPAC			60% Data Year: 2023-24 Data Source: ELPAC
A-G Completion and CTE Pathway Completion Rate	21.96% Data Year: 2019-20 Data Source: Local Data	All: 33% EL: 18% SED: 27% FY: 9% Data Year: 2021-2022 Data Source: Local Data			All: 25% EL: 20% SED: 30% FY: 11% Data Year: 2023-24 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$20,683,606.00	No
1.2	Primary Class Size Reduction	A review of Smarter Balanced and local data in ELA and Math indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. Based on a local needs assessment these student groups would benefit significantly from lower class sizes in primary grades in order to increase opportunities for individualized instruction to better meet the individual learning needs of FY, LI, and EL students. These additional supports include providing additional individualized instructional opportunities through increased language support, scaffolding, and targeted instruction to fill learning gaps. We expect that the state and local achievement data in the areas of ELA and Math for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.	$2,146,503.00	Yes
1.3	Students with IEPs	Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.	$101,898,102.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Special Education Programs	A review of Smarter Balance and local ELA and math data indicate there is a need to increase the academic achievement of foster youth, low-income, English learners who are also identified as students with disabilities. Educational partner feedback indicates that additional support and specialized programs beyond base services and what is agreed to be provided in IEP's to better meet the learning needs of FY, LI, EL students are needed to ensure academic success for these students. CUSD will continue to provide additional support staff and resources to help close the achievement gap in Math and ELA for FY, LI, EL students by providing additional time for targeted, individualized instruction, teacher support, and additional curriculum resources to meet each group's unique needs. CUSD expects that through these additional resources FY, LI, EL students with disabilities will show growth on state and local academic assessments. This action is designed to meet the needs associated with these identified students. We expect that all students struggling academically will benefit, therefore, we are providing this action on an LEA-wide basis.	$1,767,991.00	Yes
1.5	Career Technical Education Courses	A review of the Career Technical Education (CTE) pathway completion rate indicates there is a need to ensure foster youth, low-income, and English learner students have access and support to all CTE offerings. A local needs assessment identified that increased opportunities to participate in CTE programs are needed to increase access to relevant and engaging curriculum and instruction that prepares foster youth, low-income, and English learners for coursework beyond high school to build the skills necessary for success in a particular career path. Clovis Unified will provide extensive CTE courses and pathways at all high schools. This will include providing supplies, equipment, certifications, facilities, staff, and ongoing teacher support to ensure increased access, language supports, differentiation, scaffolds, and resources based on the needs of foster youth, low-income, and English learner students. To increase access to CTE courses and pathways Clovis will ensure counselors are communicating to EL, low-income, and foster youth students and	$6,261,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families the increased opportunities that students have to participate in a CTE pathway. The additional CTE offerings and supports are designed to meet the needs and interests most associated with foster youth, English learners and low income students. However, because we expect that all students will benefit, this action is provided on an school-wide basis. We expect this action to increase in the number of foster youth, English learners and low-income students completing CTE Pathways in high school.		
1.6	Licensing to Provide Online College and Career Planning	A review of A-G and CTE Pathway completion rate for low-income, foster, and English learner students show a need to increase college and career readiness. According to a local needs assessment and feedback from educational partners, exposure to career exploration experiences and opportunities can improve the attitudes of students about their career possibilities and deliberate goal setting. To meet this need, Clovis Unified will provide licensing for online college and career planning to all counselors and students in grades 5-12 to support low-income, foster, and English learner students. This will increase exposure and opportunities so the students can explore and set goals. These supports will provide the identified students with additional information that will better inform their learning trajectory. Counselors will use the results to provide the supports needed for low-income, foster, and English learners to create a learning plan to achieve their personal goals. The additional resources are designed to meet the needs most associated with foster youth, English learners and low-income students. However, because we expect that all students struggling to understand the college and career opportunities will benefit, this action is provided on an school-wide basis. We expect this action to continue to reduce the achievement gap for English learners and low-income students by increasing their A-G completion rate or the completion of a CTE pathway.	$37,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Specialized Services and Support for Migrant Ed.	Local survey data indicates that English learner and migrant students do not feel as connected as compared to all students. Qualitative feedback from English learner and migrant parents identified a desire to offer individualized support through a Migrant Program. Based on this feedback and a local needs assessment, Clovis Unified will provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school. This action was created to provide programs, resources, and a home school liaison to facilitate communication between migrant families and their school. This is accomplished through home visits and regular meetings to ensure families are getting up to date communication. The liaison acts as the bridge to ensure that English learner/migrant students and families are receiving the supports they need both academically and behaviorally. The opportunities offered through the Migrant Program are beneficial to English Learner and migrant students' overall connectedness and achievement. The program is designed to connect students with school, district, and community resources. It also provides targeted students access to and involvement in services that will support their overall connection and success in school. This is a targeted action. Clovis Unified expects that English learner students will experience increased perceptions of school connectedness, thus improving their feelings of connectedness when compared to all students based on a yearly student survey.	$125,000.00	Yes
1.8	Supplemental Instructional Support for Sites	A review of Smarter Balanced and local data indicates that there is a need to ensure foster youth, low-income, and English learner students score higher on ELA and Math state and local assessments, as compared to all students. Qualitative feedback from parents and staff indicate a desire to offer more individualized supplemental resources and interventions at the school sites for FY, LI, EL students. CUSD will provide supplemental resources aligned to foster youth, low-income, and English learner students' individual needs. These additional supports include working with school personnel including; student relation liaisons, school psychologists, language support, and instructional assistants, that will provide increased opportunities for	$2,527,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum and instruction that best meets the learning needs of FY, LI, and EL students. To most effectively meet the goals of target students, schools will follow district-established guidelines and protocols to ensure expenditures adhere to funding requirements and are designed to meet the needs most associated with low-income, foster, and English learners. Approved expenses include supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. Providing additional funding for instructional support at each site allows for specific design and methods to meet the unique needs of low-income, foster youth, and English learners. We expect that the student results of foster youth, low-income and English learners will increase their state and local ELA and Math scores as the additional resources are designed to meet the needs most associated with the specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.		
1.9	Intervention Summer Learning Academy	A review of Smarter Balance and local data indicate there is a need to increase the ELA and math academic achievement of foster youth, low-income, and English learners, as compared to all students. Based on local needs assessments, our identified students would benefit from additional time and opportunities to complete coursework, review essential skills and grade level standards. To meet this need, Clovis Unified will provide Summer Learning Academies to increase summer learning opportunities in a tiered framework. The academy will provide support and ongoing progress monitoring to meet the individual learning needs of identified students based on foundational literacy and mathematical skills for foster youth, low-income, and English learner students. It is expected that CUSD will continue to see increases in overall student achievement on Smarter Balance and local ELA and math data because of the additional one-on-one support, scaffolding, enrichment, and remediation opportunities that are tailored to meet the unique identified needs of each LI, FY, and low-income student. The Summer Learning Opportunities are	$1,131,743.00	Yes

Action #	Title	Description	Total Funds	Contributing
		designed to meet the needs most associated with foster youth, low-income, and English learners. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis		
1.10	Push-in K-6 Teachers	A review of state and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students, when compared to students as a whole. According to a local needs assessment and feedback from educational partners, providing an increase of time, scaffolds, and language support increases the overall achievement of foster youth, low-income, and English learner students. Clovis Unified will provide fully-credentialed push-in teachers and/or instructional assistants to support K-6 classes during the school day. These teachers and/or instructional assistants will provide focused and deliberate instruction based on the utilization of the comprehensive needs assessment to identify areas of strengths and weakness and the strategies necessary to improve access for foster youth, low-income, and English learners within the classroom. Through these strategies the identified students that have incomplete or unfinished learning will receive additional push-in support in a deliberate and timely manner. It is expected that CUSD will continue to see increases in overall FY, LI, and EL student achievement on Smarter Balance and local ELA and math data because of the additional push-in support. These supports are designed to meet the needs most associated with foster youth, low-income, and English learners. However, because we expect that all students struggling academically will benefit, this action is provided on an School-wide basis at elementary schools in TK-6.	$1,247,763.00	Yes
1.11	Additional Instructional Support for Core Classes and College & Career Readiness	A review of state and local data indicate there is a need to increase the graduation rate of foster youth, low-income, and English learner students as compared to all students. Local needs assessments shows that providing additional support programs that target academic skills and individual determination influences school success including	$3,128,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increases in graduation for foster youth, low-income, and English learner students. Clovis Unified will provide additional support classes to deliver more instructional time to support core areas and prepare students for college and career with involvement in the Advancement Via Individual Determination (AVID) program. These targeted strategies include supporting skills, behaviors, and techniques for academic success and increased opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. AVID also provides identified students with additional strategies, including the WICOR model (writing, inquiry, collaboration, organization, reading), and goal planning support to ensure that LI, FY, and EL students have an academic plan throughout high school. It is expected that CUSD will continue to see increases in graduation rates for FY, LI and EL students as these additional supports are designed to meet the academic needs most associated with these students. However, because we expect that all students struggling academically will benefit, this action is provided on an School-wide basis at all elementary and high schools.		
1.12	Secondary Intervention	A review of Smarter Balance and local ELA and Math data indicates there is a need to increase the academic achievement of foster youth, low-income, and English learner students as compared to all students. A local needs assessment shows that providing additional learning time for foster youth, low-income, and English learner students has a positive influence on overall student achievement. Clovis Unified will provide additional stipends, hourly intervention, and/or instructional assistants for intermediate schools and high schools to increase the number of interventions available. This additional intervention will allow for increased opportunities for individualized instruction and support the core curriculum as well as take deliberate steps to help FY, LI, and EL students improve in their area of need in a safe and positive learning environment. During structured intervention, staff will closely monitor progress or achievement gaps in key areas. They will also look at the impact of the additional learning strategies and concepts to share them with the student, their families, and other core academic teachers. It is expected that CUSD will continue to see	$1,169,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increases in Smarter Balanced and local ELA and Math data for FY, LI and EL students as these additional supports are designed to meet the academic needs most associated with these identified students. However, because we expect that all students struggling academically will benefit, this action is school-wide at all intermediate and high schools.		
1.13	Healthy Start Coordinator	A review of state and local data indicate there is a need to increase the graduation and attendance rates of foster youth, low income, and English learner students. A local needs assessment and feedback from educational partners identified that students would benefit from increased support and services to ensure that they have access to the necessary resources to attend school and the supplies needed to ensure that low-income, foster youth, and English learner students are ready to learn. To meet this need Clovis Unified will provide a Healthy Start Coordinator to support students at alternative education sites. This program also provides needed community outreach programs. A Healthy Start Coordinator interviews and assesses FY, LI, and EL students and families then formulates, coordinates, and implements case management plans and referrals for services. The coordinator also facilitates staff enrichment and training programs to support the role of teachers and other school based personnel to better meet the unique needs of EL, LI and FY students. The coordinator will help support student well-being and provide resources to ensure their success in school, provide programs to increase academic achievement, and work to increase graduation rates and reduce attendance issues, serving the needs of our foster youth, low-income, and English learner students. The addition of a Healthy Start Coordinator is designed to meet the needs and interests most associated with foster youth, English learners and low-income students. We expect this targeted action to increase the graduation rates and reduce the absenteeism rates of foster youth, English learners and low-income students in alternative settings.	$93,376.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	ELD Teachers at Secondary Schools	Local data shows a need to continue to increase the percent of EL students scoring level 3 or level 4 on the ELPAC and increase the EL reclassification rate. Clovis will provide comprehensive language acquisition programs to help students acquire proficiency in English. English Language Learners will receive high-quality integrated and designated ELD to support vocabulary and language development. Instruction and the related materials for EL students consider all levels of language proficiency, but special attention to Emerging, Expanding, and Bridging levels. This action also provides an administrator for EL services who oversees local assessments, develops instructional and curricular materials designed for our EL students, provides district support for teachers, and professional development activities. Professional development includes support for in-class language acquisition and data analysis to make informed decisions and provides teachers resources for extended day opportunities. This position will support teachers in helping their students improve their English language acquisitions and will in turn improve reclassification rates and ELPAC scores. The services in this action are research-based and are designed to support English language acquisition. We anticipate that this targeted service will support all of our EL students.	$1,411,265.00	Yes
1.15	Online Curriculum for Intervention and Credit Recovery	A review of local and state graduation rate data shows a need to increase graduation rates of Clovis Unified School District's English learners, foster youth, and low-income students. Our local data and input from educational partners support the need to offer students opportunities to make up failed classes, through teacher-driven online classes. Additionally, feedback indicates that increased access to credit recovery systems that don't impact the students' regular schedule are needed in our district. Clovis Unified will provide an online credit recovery program. This program will continue to support English learner, foster youth, and low-income students by increasing the accessibility to the number of resources that teachers have to use when supporting credit recovery, skill development, English Language development, as well as offering intervention strategies and resources. LI, FY, and EL students will benefit significantly from a credit recovery program because it allows them to more efficiently earn high school	$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		credits and remain on track to graduate. The additional resources are designed to meet the needs most associated with English learners, foster youth and low-income students. However, because we expect that all students struggling to meet the graduation requirements will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to increase graduation rates for English learners, foster youth, and low-income students.		
1.16	Increased Bus Routes	A review of local data indicated that there is a need for FY, LI, and EL students to participate in college classes and Career Technical Education (CTE) programs. There are fewer FY, LI, and EL students participating and completing a CTE pathway when compared to all students. Our educational partners provided feedback at our LCAP advisory nights that highlighted transportation can be a barrier for foster youth, low-income, and English learner students. To meet this need Clovis Unified will provide additional bus routes for identified students to attend Clovis Community College for dual credit course offerings and other district sites for CTE courses not offered at their home site. Our ever increasing numbers of FY, LI, and EL students participating within this action supports the idea that Clovis Unified will continue to offer this action/service. Identified students will be encouraged to participate in these programs by counseling staff and transition teams at the school sites. It is our expectation that foster youth, low-income, and English learners will continue to see increases in the numbers of students who attend these programs as well as increased completion of a CTE Pathway. However, because we expect that all students and families struggling with access will benefit, this action is provided on a school-wide basis at all high schools.	$75,000.00	Yes
1.17	Mentoring Services at Alternative Sites	A review of local data centered on school connectedness and academic achievement in ELA and Math indicates there is a need to increase school connectedness and academic achievement of foster youth, low-income, and English learner students when compared to all students. Local educational partner feedback shows that when foster	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		youth, low-income, and English learner students are connected with a caring adult it increases connection to the school and overall achievement in core areas. Clovis Unified will provide mentors to FY, LI, and EL students attending alternative education sites. The foster youth, low-income, and English learner students will benefit significantly from additional mentoring services because mentors provide individualized support for academic and social-emotional learning to better connect the students to school while supporting higher degrees of academic improvement. CUSD knows that providing mentoring services will help close the achievement gap and increase the feeling of connectedness by providing additional social-emotional support through group meetings and one-on-one advisement. Mentors will work with students for additional one-on-one tutoring to help students fill in gaps of learning by offering individualized attention and focused instructional opportunities. Because the services will be developed to meet the needs of identified students, this targeted approach will be beneficial to FY, LI, and EL students and will be offered at all Alternative Education schools. We anticipate improvements in the metric of school connectedness and academic achievement for FY, LI, and EL Students when compared with all students.		
1.18	Opportunity Classes at Intermediate Schools	A review of suspension and connectedness data indicates there is a need to engage foster youth, low-income, and English learner students and assist them with the feeling of overall connectedness to the school and increase their access to personnel who will help them make good choices in their school day. Suspension rates for FY, LI, and EL are higher when compared to all students. Clovis Unified will provide a teacher for opportunity classes at each of our intermediate schools. Local needs assessments demonstrate that opportunity classes help support the social-emotional needs of at-risk students and offer targeted supports in academics and behavior to better meet the learning needs of FY, LI, and EL students when compared to all students. In the opportunity classes, teachers work with individual students to develop goals and plans of action to remediate deficient academic areas. These classes help to increase academic	$615,863.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement, build positive relationships with school staff and support social emotional learning. Through smaller classroom settings teachers will be able to support students through more personalized intervention in small group instruction and provide mentoring and social-emotional support. Students perceive that they have access to caring adults who will help them feel better connected and supported through increased academic support and engagement in school. This class will provide students with another location to focus on their immediate needs. Students will receive mentoring and counseling designed specifically for FY, LI, and EL students. CUSD anticipates an increase in the feelings of connectedness and a decrease in suspension rate for the identified students as the class will provide another option before a suspension is warranted. This action is designed to meet the needs most associated with EL, FY, and LI students, however because all students would benefit from this service, it is offered on a school-wide basis at all of our intermediate schools.		
1.19	Clovis Support and Intervention	A review of local ELA and Math data indicates that there is a need to increase academic achievement of foster youth, low-income, and English learner students. Our educational partner feedback overwhelmingly supports the need to improve social-emotional wellness of our FY, LI, and EL students. As students feel better about themselves, they will perform better academically. To meet this need, Clovis Unified will provide clerical, management, and school site stipends for Clovis Support and Intervention (CSI) to support low-income, foster youth, and English learner students. CSI groups provide services to the identified students to help them reduce stress, support their mental health, and provide encouraging tools for overall improvement. This support is designed to meet the needs of foster youth, low-income and English learner students by removing social-emotional barriers to learning, thus increasing the metrics for identified students when compared to all students. CSI group coordinators will be trained to implement strategies including teaching students social skills, helping them understand the effects of social and emotional learning, providing positive peer relationships, and giving students	$128,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for reflection and self-awareness specific to FY, LI, and EL students. However, because we expect that all students struggling with these identified needs will benefit from CSI support, this action is provided on an LEA-wide basis. We expect this action to continue to support academic achievement by helping students balance out their social-emotional needs and by helping them get on track to perform well in their classes. We expect that this action will continue to increase local ELA and Math data for FY, LI and EL students.		
1.20	EL Summer School	Clovis Unified is committed to ensuring that English learner students are making progress toward English proficiency and are being reclassified at higher rates. Based on feedback from teachers and a comprehensive needs assessment, Clovis has prioritized a focus on supporting academic vocabulary and literacy skills for our English Learners. We will provide EL students with summer school focused on academic language acquisition, strategies for tackling unfamiliar terms, and vocabulary development, which are research-proven strategies for accelerated language development. This action will also provide teachers with professional development on best practices for working with EL students. The professional development for teachers is designed to support language acquisition and to support and target each student's language developmental level and unique needs during summer school. Clovis Unified anticipates that English Learners will reclassify at higher rates and will make increased progress towards English proficiency. This action is limited to unduplicated student groups, specifically EL students in grades TK-12.	$18,264.00	Yes
1.21	Additional Nursing Services	A review of chronic absenteeism data indicates there is a need to decrease absences of foster youth, low-income, and English learner students. A local needs assessment identified that FY, LI, and EL students would benefit significantly from personnel who work directly with students and parents at the school sites to reduce health concerns by increasing staff availability and eliminating health barriers that stand in the way of regular attendance. Clovis Unified will provide	$732,741.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional nursing services to work at selected elementary schools with a higher percentage of FY, LI, and EL students. The additional nursing services will allow school nurses to be intentional in reaching out to FY, LI, and EL families and students to be proactive and provide resources needed to support daily healthy habits. This includes connections with our health center and providers, outside agencies, nutrition and resources for healthy grooming habits. These resources offer FY, EL, and LI students direct, research-based support. We expect to see an improvement to their attendance rates over the next three years. This action is designed to meet the needs most associated with EL, FY, and EL students, however, because we expect that all students will benefit from the services in this action, it is provided LEA-wide at the K-6 level.		
1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	A review of chronic absenteeism data and local student survey data measuring overall school connectedness shows a need to increase attendance and overall connectedness to the school for foster youth, low-income, and students who may be experiencing homelessness in comparison to all students. A needs assessment confirms that the identified students would benefit from a caring adult to meet with them regularly and connect them to available community and school resources to make sure they have the support they need to reduce absences and help them feel connected to the school. To meet this need, Clovis will provide personnel, training, and materials to FY and LI students. Additional personnel will work directly with foster and homeless students to mentor and support as well as remove any barriers to available resources such as transportation, materials, supplies, clothing, food, counseling, and academic support. As identified in the needs assessment, foster youth and homeless students have unique needs such as access to school, attendance issues, and stable connections to school programs. By providing personnel, training, and materials we will be able to dedicate time to work with students who are struggling with chronic absenteeism and school connectedness. This provides opportunity for staff to meet with students regularly, build relationships with foster homes and group homes, and communicate with the school site to remove barriers	$966,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		identified in the needs assessment. By ensuring their most basic needs are met and each student is connected to a caring adult on campus we expect that we will see an overall increase in attendance and feeling of connectedness for foster students. This targeted action is designed to meet the needs most associated with foster youth and homeless students.		
1.23	Counselors to Reduce Caseload	A review of graduation rate data in the metric section indicates there is a need to increase graduation rates of foster youth, low-income, and English learner students, as compared to all students. Based on local needs assessments, our identified students would benefit from additional support to plan appropriate coursework and to remove the barriers that exist for individual students as they work to achieve the necessary Clovis graduation requirements. To meet this need Clovis Unified will provide additional Guidance Learning Directors and Guidance Learning Specialists who are assigned to comprehensive high school sites. This action is designed to reduce the overall caseload for counselors thus allowing FY, LI, and EL students to receive more individualized attention and connection to resources, including helping students identify and nurture specific strengths and interests and develop plans for achieving academic and career goals. The increased counseling services will provide more frequent contact and support for FY, LI, and EL students at the high school sites. The addition of a counselor allows for more personalized connections with each identified student and allows for more deliberate monitoring of course completion and goal setting. Counselors work with individual identified students to create a multi-year plan to make sure they are on track for graduation. CUSD anticipates a growth of graduation rates for our FY, LI, and EL students. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling to graduate on time will benefit, this action is provided on a schoolwide basis, specifically at all high schools.	$624,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24	Guidance Instructional Specialist for At-Risk Students	A review of local survey data and chronic absenteeism data show that EL, FY, and LI students feel less connected to school and miss more days in comparison to all students. In addition, EL, FY, and LI students' graduation rate lags in comparison to all students. A local needs assessment indicates a need to increase student connectedness and perceptions that school is a safe place for learning by providing individualized guidance, counseling, and increased access to resources and intervention. To meet this need, Clovis Unified will fund Guidance Instructional Specialists to increase the success of at-risk, identified 7-12 grade students. They will support overall connectedness, by holding regularly scheduled check-ins with the identified students, thus connecting them to a variety of resources on the campus. Guidance Instructional Specialists will work with the teachers and students to customize the learning experience for FY, LI, and EL students through student conferences, referrals to internal and external organizations, counseling supports, assignment to intervention classes, credit recovery opportunities, and connections to clubs and co-curricular offerings. CUSD anticipates an increase in graduation rates, a reduction in chronic absenteeism, and an increase in survey data rates of feeling of connectedness. This action is designed to meet the unique needs of EL, FY, and LI students, however because all students at-risk will benefit this action is being provided on a schoolwide basis, specifically at intermediate schools.	$420,281.00	Yes
1.25	Comprehensive Youth Services	A review of metrics above indicate there is a need to decrease suspension rates and increase attendance for foster youth, low-income, and English learner students when compared to all students. According to feedback from educational partners, providing resources to support mental health is needed for LI, FY, EL students to make better choices in school and to increase attendance rates. To meet this need, Clovis Unified will continue the partnership with Comprehensive Youth Services (CYS) of Fresno to support student's social and emotional needs including community outreach programs, with the primary focus being FY, LI, and EL students. CYS is a private 501(c)(3) nonprofit organization dedicated to providing quality mental health and supportive services to children, adolescents and families	$719,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. The agency's primary goal is to prevent child abuse and neglect, to ensure the well being of every child/youth, and to aid in building stronger, more resilient families. It is anticipated that 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. Counseling services will be offered in small group and individual settings based on the identified needs of FY, LI, and EL students. CUSD anticipates a reduction in suspension rates and an increase in attendance for LI, EL, FY students. However, because we expect that all students struggling in school will benefit, this action is provided on a LEA-wide basis.		
1.26	Administrative Support for MTSS	A review of the metrics above indicate there is a need to increase CAASPP and local ELA and Math performance and decrease suspensions for foster youth, low-income, and English learner students as compared to all students. According to a local needs assessment and educational partner feedback, identified students will benefit significantly from a Multi-Tiered Systems of Support (MTSS) as MTSS provides targeted and tiered support for academic, social and emotional needs, and increased access to interventions and supports. Clovis Unified will provide administrative support to oversee the MTSS framework and implementation 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. Administrative support will ensure that the Clovis Unified MTSS model is designed to support EL,FY, and LI students and is aligned across the entire district. Our MTSS framework ensures that multiple levels of support for EI, FY, and LI learners exist within each school site. MTSS aligns resources and support for the identified students and provides a framework for teachers and other support staff who are delivering instruction and behavior support to ensure identified students are successful within the classroom. The MTSS administrator will oversee the four essential components of the	$750,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		framework: screening, progress monitoring, multi-level prevention system, and data-based decision-making. CUSD anticipates a reduction in suspension rates and an increase in student achievement for EL, LI, and FY students. This action and the MTSS framework is designed to meet the academic, and behavioral needs of El, LI and FY students first. Though this action is designed for FY, LI, and EL students, all students would benefit, therefore, this action is an LEA-wide action.		
1.27	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS)	A review of the metrics above indicate there is a need to decrease suspension rates, increase feelings of safety, and provide stronger connections to the school for foster youth, low-income, and English learner students in comparison to all students. According to a local needs assessment and feedback from educational partners, providing 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. Clovis Unified will continue to fund school psychologists and other support staff who facilitate the implementation of a Positive Behavior Intervention and Supports (PBIS) framework that is designed to meet the unique needs of FY,LI and EL students. Staff provides training to school sites and tailor programs specifically designed to meet FY, LI, and EL students, positively influencing their suspension rates, feelings of safety and connectedness to school. PBIS is a way of supporting our LI, EL and FY students based on their strengths and helping them learn by developing clear expectations using proactive approaches that respond to each child's specific needs. School psychologists and other staff play an active role in ensuring that the PBIS framework is implemented to fidelity across school sites through training and direct support to identified students. These direct supports include listening to students' concerns about academic, social-emotional needs while providing individual and group counseling as appropriate. While this action was specifically created to ensure that EL, FY, and LI students have access to a program that supports overall wellness, it is expected that all students will benefit from this school-wide action. Anticipated outcomes include increased feelings of safety, stronger	$111,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connections on campus and reduced suspension rates for FY, LI, and EL students.		
1.28	Computer-Based Data Management System	A review of the metrics above indicate there is a need to increase academic achievement in ELA and Math for foster youth, low-income, and English learner students when compared to all students. Based on local feedback, the identified students would benefit significantly from more targeted and deliberate instruction to support gaps in learning. To meet this need, Clovis Unified will continue to purchase computer-based data management systems to monitor student achievement, track academic progress, and identify gaps in learning, and allow for individualized grouping of students to meet the needs of FY, EL, and LI students. These programs will give teachers, parents, administrators, and students data reflecting the learning goals of FY, LI, and EL students which allows for teachers to target unique needs and provide student-aligned resources to support their academic achievement. We expect that by providing data management systems, it will help close the achievement gap in Math and ELA for FY, LI, and EL students by providing staff access to data that will lead to increased instructional opportunities such as individualized instruction, student self-monitoring, and appropriate classroom resources for identified students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. Clovis Unified anticipates that English learners, foster youth, and low-income students will experience accelerated performance in ELA and Math as evidenced by state and local assessments.	$371,309.00	Yes
1.29	Behavior Consultation Team	A review of the metrics above indicate there is a need to decrease suspension rates for foster youth, low-income, and English learner students as compared to all students. Based on local needs assessments to better support the identified students, additional counseling support, clear routines, and student strategies are needed. To meet these needs, Clovis Unified will provide additional behavioral	$1,127,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support psychologists, board certified behavior analysts, and instructional assistants to support elementary sites. Behavior Consultation Team (BCT) staff will offer group support, individualized counseling, and provide professional development to members of the school staff to help FY, EL, and LI students feel more connected to school, understand that school is a safe place, and believe that they are a part of the school community. BCT staff support students who are struggling with behavior by developing individualized behavioral plans. Individual behavior plans are intensive interventions designed to decrease the problem behavior and provide the identified student with the tools and resources needed to be successful within the classroom and school setting. CUSD expects that by having the BCT support FY, EL, and LI students through counseling, strategies, and in-class observations we will see a reduction in suspension rates for these students. This action is designed to meet the needs most associated with EL, FY, LI students, however, because we expect that all students will benefit, this action is provided to all schools and all students.		
1.30	Mental Health Support Providers	A review of the metric section above indicates that 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 as compared to all students. During a needs assessment and educational partner feedback, parents overwhelmingly requested social-emotional support services to remove barriers impacting school attendance and to equip their EL,FY, LI students with the resources they need to make better choices. To achieve this goal, Clovis Unified will provide mental health support providers at each comprehensive high school site. In small group settings, students will work with mental health support providers based on their individual needs. Clovis Unified will provide social-emotional support in order to increase FY, EL, and LI student perception that school is a place where they can feel comfortable and be better, more consistent learners, through individual behavioral planning and through frequent contact and counseling sessions. Our experience has shown the value of developing a comprehensive	$744,311.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school mental health program to support EL, LI, and FY students and ensure they have access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community. While the action is specifically created to ensure English learners, foster youth, and low-income students have access to a mental health support provider, we expect that all students will benefit from this action that is provided on an schoolwide basis, at all comprehensive high schools. CUSD anticipates a decrease in suspensions, an increase in feeling safe, and higher rates of attendance for low-income, English learners, and foster youth students.		
1.31	Lead Psychologist for Comprehensive Wellness Project	A review of the metric section above indicates there is a need to decrease suspensions and improve chronic absenteeism for foster youth, low-income, and English learner students. A local needs assessment shows that when foster youth, homeless, and low-income students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. The identified students would benefit significantly from a comprehensive wellness plan because it places low-income, foster youth, and English learner students on a solid footing and removes barriers to learning, allowing the student to make better choices. Clovis Unified will provide lead psychologists to oversee and provide administrative support for the CUSD Comprehensive Wellness Project. The Clovis Unified Comprehensive Wellness Project organizes our efforts to educate the whole student in mind, body, and spirit through collaboration and partnerships. CUSD believes the Comprehensive Wellness Project will provide LI, FY, and EL students with the support they need to ensure all social-emotional and behavioral needs are met. This includes providing social-emotional strategies, group mentoring and support, access to a behavior consultation team, mental health support providers, suicide prevention, outside agency support, and peer counseling. This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on an LEA	$265,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		wide basis. CUSD anticipates a decrease in suspensions and an increase in attendance rates for LI, FY, and EL students.		

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.

The actions outlined in Goal 1: Maximize Achievement for ALL Students. These actions support the progress in meeting the Goal to increase A-G Completion Rates, EL Reclassification Rates, Percent of EL students Scoring 3 or 4, Graduation Rate, and ELA and Math Local Benchmarks.

Action 1: The instructional and operational technology action was fully implemented. Action 1 supported our technology department and technology tools for student and staff use, which helps support increased student achievement for our identified students.

Action 2: The class size reduction action was implemented as planned. Action 2 supported the reduction of one grade level, selected by the school site, in primary grades, which helped support our goal of increased achievement of these students.

Action 3: The VAPA equipment action was implemented as planned. Action 3 supported the overall implementation of the goal by increasing the number of FY, EL, and LI students participating in music programs, supporting increased connectedness to the school.

Action 4: The students with IEPs action was fully implemented this year. Action 4 provided support for our special education students, including resources, personnel, and curriculum to target students' individual needs.

Action 5: The special education program action was implemented as planned. Action 5 supported the overall implementation of the goal by providing an increased number of special education teachers at programs with high EL, FY, and LI students thus increasing academic achievement.

Action 6: The career and technical education courses action was implemented as planned. Action 6 supported the overall implementation of the goal by providing additional teachers, resources, and supplies which increased the CTE completion rate.

Action 7 (Moved to Goal 2, Action 9): The increased connection points to school action was implemented as planned. Action 7 supported the overall implementation of the goal by providing school sites resources to remove student attendance charges at school events for FY, EL, and LI students which increased overall school connectedness for these students.

Action 8 (Moved to Goal 2, Action 10): The student relations liaison action was implemented as planned. Action 8 supported the overall implementation of the goal by providing liaisons for our district Transition Teams, serving FY, EL, and LI students with increased connectedness to the school.

Action 9 (Moved to Goal 2, Action 11): The transition counselors/directors action was implemented as planned. Action 9 provided counselors and directors for the Transition Teams, helping to support students with smaller caseloads and to offer support services to increase attendance and graduation rates.

Action 10 (Moved to Goal 2, Action 12): The guidance instructional specialist and transition counselors action was fully implemented. These providers supported our most at-risk FY, EL, and LI students by offering counseling, connecting students to resources, and communicating with families about student progress thus supporting increased academic success and overall school connectedness.

Action 11: The licensing to provide online college and career planning action was implemented as planned. This license provided students in grades 5-12 with support to help make them better prepared for life after school, thus supporting college and career readiness.

Action 12: The specialized services and support for migrant education action was implemented as planned. The action provided a home school liaison and tutoring services for migrant students, thus increasing feelings of connectedness with home-school and increasing academic achievement for these students.

Action 13: The supplemental instructional support for sties action was implemented as planned. The action provided school sites money for intervention and supplemental programs and personnel, thus supporting increased achievement in ELA and Math.

Action 14: The after-school intervention programs action was implemented as planned. The action provided ASES programs for Title I schools that did not qualify for state funding for the program, thus increasing academic achievement in ELA and Math for FY, EL, and LI students. This action is being removed this year as funding is transitioning to ELOP.

Action 15: The intervention summer learning academy action was fully implemented during the school year. The action provided summer school for FY, EL, and LI students, giving them extended learning opportunities that influence academic achievement in ELA and Math.

Action 16: The push-in K-6 teacher action was fully implemented during the school year. The action provided certificated teachers and qualified intervention aides to support FY, EL, and LI students, thus influencing academic achievement.

Action 17: The additional instruction in core classes and AVID action was fully implemented this year. This action provided shadow classes in Math and ELA for FY, EL, and LI students needing additional support in these subject, thus influencing academic achievement.

Action 18: The intervention stipends action was fully implemented during the school year. The action provided eight stipends for intermediate schools and 12 for high schools to staff intervention programs at the site for FY, EL, and LI students. The implementation of this action helps support academic achievement of identified students.

Action 19: The healthy start coordinator action was fully implemented. The action provided a coordinator that connects FY, EL, and LI students with needed services and acts as a community liaison for students who are placed at one of our alternative education sites. The goal of this action is to improve graduation rates of alternative ed students.

Action 20: The ELD teachers at secondary schools action was fully implemented. The action provided teachers at secondary sites to offer targeted instruction dependent on EL students' English level and helped provide professional development for other teachers to support EL students in their core classes. It is anticipated that this will influence reclassification rates and EL progress towards proficiency.

Action 21: The online curriculum for intervention and credit recovery action was fully implemented. This action provided students with intervention programs and allowed FY, LI, and EL students deficient in credits to make those up without impacting their established schedules. It is anticipated that this action will support increases in graduation rates.

Action 22: The increased bus routes action was fully implemented. This action provided busses for FY, LI, and EL students to attend programs offered at other sites. We anticipate that this will influence college and career readiness for our students as it opens up a variety of programs that prepare students for life after high school.

Action 23: The mentoring services at alternative sites action was fully implemented. This action provided students at our alternative sites with mentoring support to provide individualized tutoring for FY, LI, and EL students. It is anticipated that this will influence the achievement data in Math and ELA.

Action 24: The opportunity classes at intermediate schools action was fully implemented. This action provided alternative placements for students struggling behaviorally, where behavior was affecting academics. These small classes offer FY, LI, and EL students with support from a certificated teacher to build strategies for success in regular classrooms. It is anticipated that this action will reduce suspensions.

Action 25: The Clovis support and intervention district coordinator action was implemented fully. This action provided district support to school-based CSI programs, where FY, LI, and EL students were offered group counseling sessions by trained staff to support mental health needs, thus removing barriers that affect learning. It is anticipated that this action will increase academic success in identified students.

Action 26: The EL summer school action was fully implemented this year. This action provided EL students with targeted instruction to support oral and written language development and strategies to engage with academic language. It is anticipated that this action will influence reclassification rates and EL progress towards the standard.

Action 27: The additional nursing services action was implemented this year however not all positions were able to be filled. The challenges of the pandemic have impacted all areas of the work force. All sites however were able to have the expected personnel support to meet this action. This action provided additional nursing support at sites with high populations of FY, LI, and EL students, reducing the likelihood that health issues will interfere with the students' abilities to learn and attend school. It is anticipated that this action will increase attendance for identified students.

Action 28: The personal for Student Services and School Attendance for foster and homeless support was fully implemented this year. This action provided foster youth and homeless students with personnel that handled intake services for new students, follow-up meetings with the students throughout the year, and connected students to tutoring services. It is anticipated that as students receive this support that they will remain connected to the school and attendance rates will increase.

Action 29: The Guidance Learning Directors/Specialists action was fully implemented during this school year. This action provided FY, LI, and EL students with increased access to counseling services and to fully understand the academic supports and resources available to them as they successfully matriculate through grades 9-12. It is anticipated that this action will influence graduation rates.

Action 30: The Guidance instructional Specialist for at-risk students action was fully implemented during this school year. This action provides FY, LI, and EL students with support for academics, social-emotional wellness, and school connectedness through direct counseling and connection to services. It is anticipated that this action will influence graduation and attendance rates.

Action 31: The Comprehensive Youth Services action was fully implemented during this school year. This action provided licensed therapists and social workers to provide direct therapy services for FY, LI, and EL students, to remove the barriers to attendance and learning. It is anticipated that this action will decrease suspensions and increase attendance at the sites.

Action 32: The administrative support for MTSS action was fully implemented during this school year. This action provided personnel to help schools develop MTSS plans and provided professional development for teachers on effective strategies to meet student needs. MTSS provides targeted support for academic, social, and emotional needs for FY, LI, and EL students. It is anticipated that having quality MTSS programs will reduce suspensions and increase academic achievement for identified students.

Action 33: The PBIS action was fully implemented during the school year. This action provided psychologist support across all areas in the district to fully implement the PBIS framework. It is anticipated that suspensions will be reduced for FY, LI, and EL students.

Action 34: The computer-based data management system action was fully implemented this year. This action provides teachers, parents, administrators, and students data reflecting the learning goals of FY, LI, and EL students, which provides a guide for teachers to support increased academic achievement in ELA and Math.

Action 35 (Moved to Goal 2, Action 14): The professional development for diversity action was fully implemented this year. This action provided professional development to teachers and staff concerning research-based strategies with diverse populations of students, designed around the needs of FY, LI, and EL students. It is anticipated that this professional development will increase academic achievement for identified students.

Action 36: The additional behavioral supports for students action was fully implemented this year. This action provided mental health support providers, psychologists, and assistants to work and counsel directly with students who were referred for behavioral struggles. It is anticipated that this will decrease our suspension rates for FY, LI, and EL students.

Action 37: The additional social emotional psychologists at the high schools action was fully implemented this year. This action provided psychologists at comprehensive sites to work directly with FY, LI, and EL students who have identified social emotional needs. It is anticipated that we will see an increase in attendance and a decrease of suspensions for identified students with this action.

Action 38: The lead psychologists for comprehensive wellness plan action was fully implemented this year. CUSD's Wellness Plan is a multi-tiered and multi-faceted program of support that helps FY, LI, and EL students reach their full potential with programs that provide direct services to students across the district. The lead psychologists offer professional development and training for staff members across the district. It is anticipated that this action will reduce suspensions and increase attendance each year.

Overall Implementation Successes: One of our huge successes this year was the implementation of our Transition Teams. A number of actions are dedicated to these teams. They service only FY, LI, and EL students and provide them social emotional support, academic resources, connections to activities at school, and recognition for individual accomplishments. We have a robust CTE program and parent input this year expressed an interest in expanding the services offered to the students. We have increased that action by over $500,000 and anticipate involving more of our FY, LI, and EL students in these programs. Due to the pandemic, parents and staff have requested additional support for mental health support. We have a number of actions dedicated to this and many of our identified students received direct services to support them.

Overall Implementation Challenges: Social distancing at the beginning of the year posed some challenges for some of our programs, limiting attendance. Things like CSI groups, CTE programs, and group therapy sessions were affected by these challenges.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Due to the pandemic, additional technology was purchased to provide online access for students during distance learning. Items such as laptops, hotspots, and other instructional technologies were purchased.
Action 14: General fund dollars were added to match the ASES grant funding
Action 15: Due to the pandemic summer school opportunities for students were expanded to all secondary areas and doubled the number of elementary sites from the previous year to help close learning gaps.
Action 21: Due to the pandemic, online curriculum was implemented for all students who chose to continue with online learning or who were quarantined for COVID related illnesses/contact tracking. The District chose to fund the online curriculum with one-time COVID relief dollars. Multi-year access for funded in the 2020-21 fiscal year. During 2021-22 the District spent an additional $83,720 out of COVID relief funds to maintain the needed licenses. LCFF Supplemental funds will be used again beginning in the 2022-23 fiscal year for credit recovery.
Action 27: Recruitment became increasingly difficult during the pandemic. The decrease between budget and estimated actuals is related to vacant positions. The positions will remain and additional recruitment efforts have taken place to fill these vacant positions.
Action 31: To increase support for the social-emotional needs of students, as a result of the pandemic additional services were provided.

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

The actions in goal 1, Maximizing Achievement for all Students can be grouped into broader overarching categories. These categories include academics, college and career, intervention, social emotional learning, Clovis Unified transition teams and program supports for students, and special education.

The actions linked more specifically to academics include:

Action # & Description
1 Instructional and Operational Technology
2 Class Size Reduction
13 Supplemental Instructional Support for Sites
17 Additional Instruction in Core Classes and AVID
21 Online Curriculum for Intervention and Credit Recovery
23 Mentoring Services at Alternative Sites
34 Computer-Based Data Management System

Many additional academic supports have been put into place since the beginning of the pandemic. There have also been many challenges in the monitoring of student academic progress due to the state mandated requirements for the educational setting over the last two years. State assessments are one tool to help gauge the academic progress of students. Without this tool, Clovis Unified has relied on local testing data help measure the progress of students. Using our i-Ready diagnostic testing data there has been a slight decrease in the district overall and subgroup test data from 2020-21 to 2021-22 i-Ready Winter scores for grades K-8. This trend matches that of national i-Ready data due to the effects of distance learning. The 2021-22 i-Ready diagnostic data will be a better baseline metric for future years as the 2021-22 school year brought back in-person instruction. Throughout the 2021-22 school year there was growth of on average of 11 percentage points of students at or above grade level in ELA and 16 percentage points in Math. The Inspect test, a summative assessment used in 11th grade, showed a similar trend. The above actions are essential to maintain supports for our SED, FY and EL students who on average are 10 percentage points below the district average in the percent of students being at or above proficiency as measured by these assessments.

The actions linked more specifically to college and career include:

Action # & Description
1 Instructional and Operational Technology
6 Career Technical Education Courses
10 Guidance Instructional Specialists and Transition Counselors
11 Licensing to Provide Online College and Career Planning
17 Additional Instruction in Core Classes and AVID

22 Increased Bus Routes

Clovis Unified continues to invest resources into providing opportunities to help all students meet college and career accountability indicators. The actions and services listed above have helped students have broader access to meet these indicator requirements. Course enrollment in AP courses has stayed steady since returning to on-site instruction from distance learning. The steady enrollment has allowed us to maintain our full range of AP course offerings. AP assessment results showed 100% passing rate from EL students that took one or more AP exam. The AVID program has expanded through the increased number of students participating in the program, the increased number of AVID elective sections offered and the addition of new elementary schools participating in the program. The A-G completion and CTE pathway completion rate is up over 14% although additional focus is needed to continue to raise the percent of EL and FY students meeting this indicator. The CTE completion pathway indicator is also up over nine percentage points to 48% completion from the baseline year with the SED subgroup demonstrating a 44% completion rate. The addition of bus routes, online career planning tools and instructional technology continues to help guide students to seeing the value in the educational journey as it relates to their post-secondary plans and also provides equal access and opportunity for all students including SED, EL and FY students. The actions aligned with career and college readiness have continued to move Clovis Unified forward in maximizing achievement for ALL students. Over 95% of Clovis Unified students have met graduation requirements over the past several years.

The actions linked more specifically to intervention include:
Action # Description
2 Class Size Reduction
13 Supplemental Instructional Support for Sites
14 After-School Intervention Programs
15 Intervention Summer Learning Academy
16 Push-in K-6 Teachers
17 Additional Instruction in Core Classes and AVID
18 Intervention Stipends
20 ELD Teachers at Secondary Schools
21 Online Curriculum for Intervention and Credit Recovery
24 Opportunity Classes at Intermediate Schools
26 EL Summer School
28 Personnel for Student Services and School Attendance for Foster and Homeless Support
29 Guidance Learning Directors/Specialists
30 Guidance Instructional Specialist for At-Risk Students
32 Administrative Support for MTSS
33 Positive Behavior Intervention and Supports (PBIS)

Intervention is key in helping each student meet their individual academic goals and achieve at their highest academic level. The actions and services tied to our transition team play a large part in helping each student access the necessary interventions. As mentioned earlier, the iReady diagnostic and Inspect test trend showed a decrease in the percent of students at or above grade level. This decrease is consistent

with students across the nation due to the academic challenges the pandemic and distance learning provided. These interventions are in place to help address the continued need to help all students achieve at their highest level especially the neediest students affected by the pandemic and other situational circumstances. Intervention outside the school day and/or school year has provided time to work more intensively with students. During the summer of 2021, all grade levels showed growth as measured by pre and post assessments highlighted by 61% of our 7th and 8th grade students improving on their reading levels. Outside of the academic and college and career metrics discussed previously suspension data declined significantly due to distance learning but the effects of the pandemic on student behavior have been significant. The need for personnel to address the increase and redirect behavior referrals has grown and systems like PBIS along with the mentorship from targeted personnel will help reduce the increase in suspensions and behavior referrals seen during the 2021-22 school year. Student survey results show that 93% of our students and 81% of parents know where to, and that they can, get help when needed whether that be for academics or other social-emotional or behavioral supports.

The actions linked more specifically to social emotional learning include:
Action # and Description
19 Healthy Start Coordinator
25 Clovis Support and Intervention District Coordinator
27 Additional Nursing Services
31 Comprehensive Youth Services; 9- 12 Physical, Emotional, and Social Well-Being
33 Positive Behavior Intervention and Supports (PBIS)
35 Professional Development for Diversity and Poverty
36 Additional Behavioral Supports for Students
37 Additional Social Emotional Psychologists at High Schools
38 Lead Psychologist for Comprehensive Wellness Plan

One of the driving forces in this set of actions and services is our Comprehensive Wellness Project. Trainings to staff provided by our experts has been critical to our success in continuing to provide an educational environment that encompasses the philosophy of being the best you can be in mind, body and spirit. Last year there were over 50 trainings related to social emotional learning in topics ranging from suicide prevention, safe zone, ASSIST, Safe Talk, Risk Assessment, PBIS, etc with over 3000 attendees. These actions and services help provide support and take away barriers so that learning can happen in the classroom. The expansion of Comprehensive Youth Services has allowed for more students to receive services. The pandemic and distance learning created challenges for our Clovis Support and Intervention groups but groups have been able to meet again to provide support for students to take away social and emotional barriers from the learning process.

The actions linked more specifically to special education include:
Action # and Description
4 Students with IEPs
5 Special Education Programs

Providing the best quality supports for students receiving special education services is a high priority in our district. College and career indicators show 20.6% of students with disabilities in the 2021 combined graduation rate cohort completed one or more CTE Pathway. The pandemic has caused the graduation rate to decline for students with disabilities from the 2020 to 2021 school years due in part to changes in laws to address the educational implications of a state shut down and year long of distance learning. Summative assessments used in lieu of state testing have showed a growth of 27% in ELA and 24% in math for this subgroup. The actions and services supporting the transition program, academics, college and career, intervention and social emotional behavior all directly support students with disabilities in providing a rich learning environment for students to achieve at their highest levels.

The actions linked more specifically to CUSD transition team and program support for students include:
Action # and Description
3 VAPA Equipment
7 Increase Connection Points to School
8 Student Relations Liaisons
9 Transition Counselors/Directors
10 Guidance Instructional Specialists and Transition Counselors
12 Specialized Services and Support for Migrant Ed.
20 ELD Teachers at Secondary Schools
26 EL Summer School

Our transition program is one of the leading initiatives in our district. This program provides targeted supports to our SED, EL and FY students. Our goal in Clovis Unified is to engage all students in the myriad of co-curricular activities available to them. Our student survey data shows an increase of five percentage points of students engaging in these additional co-curricular opportunities from 2020-21 to 2021-22. Adult mentors in the transition program provided met individually with over 6000 students on an ongoing basis with over 64000 individual contacts. These contacts ranged from check-ins to more in depth mentoring and counseling supports and reached over 1000 more students than the previous school year. Consistently 93% of students state they know where to get help when they need it as evidenced by the annual student survey. Further supports are available to English Learner students through specialized instruction from dedicated ELD teachers at the secondary level and summer school opportunities. Last summer 175 EL students participated in a summer learning academy. Growth was measured using a pre and post assessment in which there was an average of 25% growth.

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.

After careful review of our metrics and our goals, it was decided to not modify metric targets until we have more consistent data. We have included subgroup data from this point forward in order to monitor the success of the students the LCAP Supplemental dollars were meant

for. After reflecting on the metrics for Goals 1 and 2, it was determined that some actions in prior year LCAPs would make more sense by moving them. These actions are related to the Transition Teams in our district. Goal 2 has metrics that better align to these actions, including school connectedness, student involvement, and providing a safe environment. The following actions were moved from Goal 1 to Goal 2: As a result the following describes the re-numbering of actions in Goal 1. Goal 1 Action 14 however is being removed because it is being funded by other funding sources.

Actions being renumbered:
Goal 1, Action 4 is now Goal 1, Action 3
Goal 1, Action 5 is now Goal 1, Action 4
Goal 1, Action 6 is now Goal 1, Action 5
Goal 1, Action 11 is now Goal 1, Action 6
Goal 1, Action 12 is now Goal 1, Action 7
Goal 1, Action 13 is now Goal 1, Action 8
Goal 1, Action 15 is now Goal 1, Action 8
Goal 1, Action 16 is now Goal 1, Action 10
Goal 1, Action 17 is now Goal 1, Action 11
Goal 1, Action 18 is now Goal 1, Action 12
Goal 1, Action 19 is now Goal 1, Action 13
Goal 1, Action 20 is now Goal 1, Action 14
Goal 1, Action 21 is now Goal 1, Action 15
Goal 1, Action 22 is now Goal 1, Action 16
Goal 1, Action 23 is now Goal 1, Action 17
Goal 1, Action 24 is now Goal 1, Action 18
Goal 1, Action 25 is now Goal 1, Action 19
Goal 1, Action 26 is now Goal 1, Action 20
Goal 1, Action 27 is now Goal 1, Action 21
Goal 1, Action 28 is now Goal 1, Action 22
Goal 1, Action 29 is now Goal 1, Action 23
Goal 1, Action 30 is now Goal 1, Action 24
Goal 1, Action 31 is now Goal 1, Action 25
Goal 1, Action 32 is now Goal 1, Action 26
Goal 1, Action 33 is now Goal 1, Action 27
Goal 1, Action 34 is now Goal 1, Action 28
Goal 1, Action 36 is now Goal 1, Action 29
Goal 1, Action 37 is now Goal 1, Action 30
Goal 1, Action 38 is now Goal 1, Action 31

Actions Moved:

Goal 1 Action 3 is now Goal 2 Action 8
Goal 1 Action 7 is now Goal 2 Action 9
Goal 1 Action 8 is now Goal 2 Action 10
Goal 1 Action 9 is now Goal 2 Action 11
Goal 1 Action 10 is now Goal 2 Action 12
Goal 1 Action 35 is now Goal 2 Action 14

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 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 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	All: .5% 2020-2021 EL: .5% SED: .7% FY: 4.2% Data Year: 2020-2021 Data Source: DataQuest			All: 2.3% EL: 2.3% SED: 2.3% FY: 3% Data Year: 2023-2024 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	8% Data Year: 2018-19 Data Source: DataQuest	All: 9.9% EL: 11.4% SED: 13.7% FY: 32.8% Data Year: 2020-2021 Data Source: DataQuest			All: 7% EL: 10% SED: 11% FY: 30% Data Year: 2023-2024 Data Source: DataQuest
Attendance Rate	95% Data Year: 2019-20 Data Source: Local Data	96.6% *Disaggregated data by subgroup was not available. Data Year: 2020-2021 Data Source: Local Data			97% Data Year: 2023-2024 Data Source: Local Data
Expulsion Rate	.04% Data Year: 2019-20 Data Source: DataQuest	All: .01% EL:.01% SED: .01% FY: .6% Data Year: 2020-2021 Data Source: DataQuest			All: .03% EL: .03% SED: .03% FY: .4% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Overall Connectedness to School	70% Data Year: 2020-21 Data Source: SART Survey (Attended a school meeting)	81% Data Year: 2021-2022 Data Source: SART Survey (Attended a school meeting)			75% Data Year: 2023-24 Data Source: SART Survey (Attended a school meeting)
Parent Overall Safety Satisfaction	81% Data Year: 2020-21 Data Source: SART Survey	87% Data Year: 2021-2022 Data Source: SART Survey			All: 90% Data Year: 2023-24 Data Source: SART Survey
Staff Overall Safety Satisfaction	87.4% Data Year: 2020-21 Data Source: Climate Assessment	82% Data Year: 2021-2022 Data Source: Climate Assessment			All: 92% Data Year: 2023-24 Data Source: Climate Assessment
Student Overall Safety Satisfaction	84% Data Year: 2020-21 Data Source: LCAP Student Survey	All: 89% EL: 94% SED: 89 % FY: 89% Data Year: 2021-2022 Data Source:			All: 90% EL: 95% SED: 90% FY: 90% Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LCAP Student Survey			Data Source: LCAP Student Survey
Student Overall Connectedness to School	66% Data Year: 2020-21 Data Source: LCAP Student Survey (Participation)	All: 71% EL: 47% SED: 60% FY: 60% Data Year: 2021-2022 Data Source: LCAP Student Survey (Participation)			All: 75% EL: 60% SED: 65% FY: 65% Data Year: 2023-2024 Data Source: LCAP Student Survey (Participation)
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% Data Year: 2021-2022 Source: Dashboard			100% Data Year: 2023-2024 Source: Dashboard
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	Initial Implementation Data Year: 2021-2022 Data Source: Dashboard			Full Implementation Data Year: 2023-2024 Data Source: Dashboard
Staff Connectedness to School	82% Data Year: 2020-21 Data Source:	79%			All: 83%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	staff survey	Data Year: 2021-2022 Data Source: SART Survey			Data Year: 2023-24 Data Source: Climate Assessment

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Custodial and Grounds Services	Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.	$7,066,490.00	No
2.2	Maintenance and Repair of School Facilities	Maintenance and repair of school facilities to ensure quality learning environments for students.	$17,952,720.00	No
2.3	Student Health Center	A review of the metric section above indicates there is a need to improve chronic absenteeism for foster youth, low-income, and English learner students. Based on local needs assessments, these identified student groups would benefit significantly from additional and basic health services to improve attendance rates. The identified students would benefit significantly from a health center because it provides 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 and a licensed vocational nurse (LVN), who provide increased access to medical care. The health center will offer treatment for minor injuries, illnesses, vaccinations, and physicals. It will be available to EL, FY, and LI students of any age and is free of charge. By providing access to a health center, Clovis Unified expects to increase attendance for EL, FY, and LI students with the greatest absence concerns positively influencing their overall well-being. While this action was specifically created to ensure that English Learners, foster youth, and low-income students have access to increased	$530,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health services, we expect that all students struggling with health issues will benefit from this action that is provided on an LEA-wide basis. CUSD anticipates a decrease in chronic absenteeism with the implementation of this action for FY, LI, and EL students.		
2.4	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
2.5	Supplemental Resources	A review of the metric section above indicates there is a need to increase academic achievement for foster youth, low-income, and English learner students. Local needs assessments from teachers showed that FY, LI, and EL students benefited from the use of supplemental resources and more deliberate progress monitoring. To meet these needs, Clovis Unified will provide supplemental resources and progress monitoring tools to ensure identified students have access to rigorous standards-aligned curriculum. These additional progress monitoring tools will provide information to the teacher regarding learning needs and supports for the identified students. Based on the data and academic achievement levels of FY, EL, and LI students' individualized instruction will be provided using supplemental resources that support grade level materials based on their learning needs. The program is designed to provide FY, EL, and LI students with individualized instruction that assesses academic progress frequently and provides targeted lessons based on their individual needs. This action is designed to meet the academic needs most associated with EL, FY, LI students, however, because we expect that all students struggling with academics will benefit, this action is provided on an LEA-wide basis. Clovis Unified expects to close the achievement gap in ELA and Math for FY, LI, and EL students.	$1,073,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Oral and Written Translation Services	A review of survey data determined that EL students and their parents are often not fully engaged in the educational process. Further, feedback we have received from educational partners reinforces the idea that expanded school communications in students and families' home languages are needed to promote engagement. 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. This action helps engage EL parents and students in their school by removing the barrier of language. Both written and oral translation is offered to parents and students to ensure that they are connected with the school to support student success. Parent Feedback has shown that when communication is provided in their home language, EL students are more likely to be involved and engaged in their school. CUSD expects to see an increase in access to information and involvement of parents or guardians of EL students. This action is limited to unduplicated student groups, specifically EL students.	$15,965.00	Yes
2.7	Increased Access to Technology	A review of local and state achievement data in Math and ELA demonstrates that FY, EL, and LI students perform below all students. Also, parent surveys indicate there is a need for increased access to technology in the homes of FY, LI, and EL students. Local needs assessments show that identified students have less access to technology when compared to all students. The identified students benefit significantly from increased access to technology because it increases opportunities for individualized instruction and access to learning both at school and at home. Clovis Unified will ensure EL,FY, and LI students have adequate access to technology. Students will be provided computers, hotspots, and programs for access to curriculum and learning at home and at school. Clovis Unified has migrated to a heavy technology-based instructional system. By providing technology, LI,FY, and LI students are provided with additional	$1,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources that allow them to explore and expand 21st century learning opportunities and access additional resources to support learning with targeted lessons built for each student. CUSD anticipates an increase in student achievement in Math and ELA with the implementation of this action. This targeted action is designed only for FY, LI, and EL students.		
2.8	VAPA Equipment	A review of chronic absenteeism data indicates there is a need to increase and support school connectedness of foster youth, English learner, and low-income students. Local metric data showed that foster youth and low-income students who were involved in VAPA have a lower chronic absenteeism rate and greater connection to their school community. In order to increase opportunities for all low-income, English learner, and foster youth students the district will invest in repairing and purchasing performing arts equipment to use as "loaners" and provide additional materials and resources. We expect that through VAPA, foster youth and low-income students will increase their sense of school connectedness, thus reducing chronic absenteeism for these student groups. The participation in VAPA, performance experiences, and sense of teamwork will provide a greater sense of connectedness for the identified student groups. The program is designed to meet the needs most associated with school connectedness for foster youth, English learner, and low income students, however, because we expect that all students struggling with chronic absenteeism will benefit, this action is provided on an LEA-wide basis. We expect that our chronic absenteeism data will decrease foster youth, English learner, and low-income students.	$331,000.00	Yes
2.9	Increase Connection Points to School	A review of attendance rate data shows a need to increase the participation and support school connectedness of foster youth, homeless, low income, and English learners students. The LCAP Survey and educational partner feedback states students and families	$570,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		feel more connected to school if they have opportunities to attend and participate in school activities with access to enrichment experiences. Additionally, feedback indicates that increased parent engagement opportunities allow for foster youth, homeless, low-income, and English learner families to become more aware of the importance of attendance and school participation. To meet this need, Clovis Unified will increase connection points to school that enhance student engagement by reducing or eliminating student attendance charges at school events for foster youth, homeless, low-income, and English learners. CUSD will also provide parent academies, one-on-one conferences, and transition team centers to make meaningful connections and provide educational opportunities for students and families of foster youth, homeless, low income, and English learners. It is our expectation that we will see an increase in attendance rate for these student groups. The additional connection points to school action is targeted to meet the needs and interests of foster youth, English learners and low-income students.		
2.10	Transition Team Student Relations Liaisons and Instructional Assistants	As demonstrated in the Educational Partner Section, a review of local survey data indicates a need to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging for foster youth, low-income and English learner students in comparison to all students. Clovis Unified will provide Student Relation Liaisons (SRLs) and Instructional Assistants (IAs) assigned to each of the high school area transition teams. SRLs and IAs work directly with the parents and students, offering social emotional advice, 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 foster youth, low-income and English learner students with school and its resources to increase sense of belonging and connectedness. We expect that the student and parent survey results of foster youth, low-income and English learners will increase regarding their positive perception and school connectedness including feeling valued, safe, and welcome. This targeted action is designed to meet the needs	$2,527,672.00	Yes

Action #	Title	Description	Total Funds	Contributing
		associated with the stresses and experiences of identified student groups.		
2.11	Transition Directors	As demonstrated in the identified needs and metric sections, state and local ELA and Math data and attendance rate data indicates there is a need to increase overall connectedness and attendance of foster youth, homeless, low-income, and English learner students as compared to all students. Local needs assessments show that when foster youth, homeless, low-income, and English learner students are connected with a caring adult as they transition between schools they have an increased overall sense of connection, more academic success, and higher attendance rates. To meet this need, Clovis Unified will provide Transition Directors assigned to high school area transition teams to support low-income, foster youth, homeless and English learners as they matriculate between grade spans. The Transition Coordinators will ensure that each foster youth, homeless, low-income, and English learner student is connected to a caring adult that helps support their unique needs through deliberate guidance, advocacy, support, and resources as they transition from elementary, intermediate, high school, and post secondary. These supports include connection to a caring adult, additional academic intervention, and assistance with involving students in co-curricular opportunities. CUSD expects to see increased overall connectedness and attendance of foster youth, homeless, low-income, and English learner students. This targeted action is designed to meet the needs associated with the stresses and experiences of identified student groups. We expect to see increased state and local ELA and Math scores and increased attendance rates for low-income, English learner, and foster youth	$1,128,222.00	Yes
2.12	Transition Counselors	A review of graduation rate data indicates there is a need to ensure foster youth, low-income, and English learner students are on track for graduation. Based on local needs assessments these student groups would benefit significantly from additional counselor support. These	$2,033,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		identified students have ongoing meetings with their counselor to ensure they are on track for graduation. To meet this need, Clovis Unified will provide Transition Counselors who will ensure students are connected to the correct classes, academic interventions, and resources. The transition counselor will work directly with the identified students and parents at the school site to conduct ongoing, structured academic goal-oriented counseling sessions. They will also promote school, parent, and community relationships through parent conferences to ensure foster youth, low-income, and English learner students are on track for graduation. This action is designed to meet the needs associated with the stresses and experiences of these identified student groups, however, because all students will benefit from these services, this action is school-wide.		
2.13	Transition Learning Directors	A review of local student climate survey data and assessment data from local and state assessments in Math and ELA indicate there is a need to increase the overall connectedness and academic achievement for foster youth, low-income, and English learner students as compared to all students. Clovis Unified will provide one transition learning director for each comprehensive secondary site to oversee deployment of personnel and programs intended to improve school connectedness and student achievement. The learning directors coordinate intervention programs at the school sites. They meet with FY, EL, and LI 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 arrange activities and recruit the identified students to participate in these activities. The learning directors work with teachers of the identified students, providing them with professional development around research-based strategies for working with at-risk youth and strategies to improve teaching and learning at their schools. Providing additional administrative services will help direct FY, EL, and LI students in gaining access to school connection points and instructional opportunities through individualized mentorship focused on being the best in mind, body and spirit. This action was specifically created to ensure that English learners, foster youth, and low-income	$1,252,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students have access to resources that support connection and academic achievement The intended outcome of this action is an increase in the overall academic achievement of English learner, foster youth, and low-income students measured on local and state assessments in Math and ELA and an increase in school connectedness for FY, EL, and LI Students as measured by our annual student climate survey. Although these services are designed for identified student groups, all students will benefit. For this reason, this action is school-wide.		
2.14	Professional Development for Diversity	A review of the annual student climate survey indicated there is a need to increase the perception of EL, FY, and LI students being treated fairly, valued, and respected for their diverse backgrounds. To meet this need Clovis Unified will provide an administrator to support equitable and engaging classrooms and assists in planning and providing student success conferences, which are conferences geared towards the needs of diverse students. The administrator will prepare additional resources and provide professional development to staff, centered around the unique needs of a diverse population. Through professional development, the teachers will be more aware of the unique needs of FY, EL, and LI students by cultivating a better understanding of student's diverse perspectives. Students will be able to identify with their cultural background in the school setting and relate to the curriculum, instruction and other school connection points supporting them to reach their academic potential. While this service was specifically created to ensure EL, FY, and LI students have access to trained teachers, it is expected that all students LEA-wide will benefit from this action. It is expected that CUSD will continue to see increases in the respect for cultural beliefs, viewing school as a welcoming place, and valuing race and ethnicity as measured by student surveys for EL, FY, and LI students.	$549,821.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal 2: Operate with Increasing Effectiveness and Efficiency support the progress in meeting the Goal to decrease suspensions, increase chronic absenteeism, reduce expulsions, and to support overall student connectedness to the school.

Action 1: The custodial and grounds services action was fully implemented this year. Action 1 provided personnel and resources to maintain the grounds on CUSD campuses.

Action 2: The maintenance and repair of school facilities action was fully implemented this year. Action 2 provided for maintenance personnel and materials required to conduct repairs.

Action 3: The student health center action was fully implemented this school year. This action supported FY, LI, and EL students with increased access to medical services that may not be available elsewhere. It is anticipated that this action will remove barriers caused by health issues which interfere with school attendance. We anticipate seeing increases in attendance for identified students.

Action 4: The aligned instructional materials and supplies action was fully implemented this year. Action 4 provides for core materials to meet Williams Act requirements, which helps support increased student achievement.

Action 5: The supplemental resources action was fully implemented this year. This action provides FY, LI, and EL students with access to i-Ready in Math and ELA. i-Ready is a diagnostic tool that offers students lessons that are custom-built for their identified needs. It is anticipated that this will increase academic achievement in the district for identified students.

Action 6: The oral and written translation services action was fully implemented this year. This action provided non-English-speaking parents with written and oral translations to ensure that they are connected to the school and its programs and services. By offering these services, it is anticipated that we will see an increase in parent involvement at the sites.

Action 7: The parent resource center/community resource centers was fully implemented this year. This action provided a central location for parents and families to access resources and programs designed to support student learning as well as increase overall access to programs and services. It is anticipated that parent involvement will increase for parents of our FY, LI, and EL students.

Action 8: The increased access to technology action was not fully implemented this year. Due to budget constraints, this action's budget was utilized to cover unforeseen increases in wages with LCFF-funded employees.

Overall Implementation Successes: Our Student Health Center has been busy seeing many patients throughout the school year. Based on the need, we are anticipating adding an LVN to the center to increase the amount of students being seen. We had success last year with i-

Ready Math and staff and parents overwhelmingly requested that we add i-Ready ELA to the instructional program. It has operated well and has provided teachers actionable data and students targeted lessons.

Overall Implementation Challenges: Because of unforeseen increased expenses with staff raises and step and column movement, we had to pause our action for increasing technology for FY, LI, and EL students. We anticipate fully implementing this action in the coming year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 Districts are required to contribute 3% of General Fund expenditures to Routine Restricted Maintenance (RRM). Due to increased General Fund expenditures, the contribution to RRM increased.
Action 4 Textbook carry over funds were added were added to prepare for a textbook adoption cycle.
Action 8 Due to the influx of one-time COVID relief funds all devices and access points were purchased with one-time dollars. The funds initially allocated to this action was redistributed to cover increased costs of salaries and benefits as well as increased intervention and summer school needs. For the 2022-23 forward, this action's allocation has been reduced to $1,050,000.

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

The actions in Goal 2, Operate with Increased Efficiency and Effectiveness can be described as the resources needed to implement all the actions and services in this plan.
Action 1 Custodial and Grounds Services and Action 2 Maintenance and Repair of School Facilities help maintain our high standard of excellence in providing well maintained and state of the art facilities. Over 70% of students indicate that their school is a welcoming place for students and 76% state it is a safe place for learning. Similarly 96% of parents state the facilities are top notch and 87% state the school is a safe place to learn.
Action 3 Student Health Center, Action 6 Oral and Written Translation Services and Action 7 Parent Resource Centers help our district maintain a positive and collaborative connection with our parent community. Providing these services help remove barriers and allows all students to have access to services to help them attend and stay in school. The parent survey indicated a nine percentage point increase of parents being involved in various types of school to home connection. Transition teams and District Community Liaisons make sure communication is not a barrier for parents to receive information. The district is home to families that speak over 48 different languages. Chronic absenteeism rates were on a decline however these actions will help address the increases in chronic absenteeism as a direct result of the pandemic and distance learning models.
Action 4 Aligned Instructional Materials and Supplies, Action 5 Supplemental Resources and Action 8 Increased Access to Technology bring all the resources directly to the end user, the teachers and students. Over 30 standards aligned textbooks were piloted by our teachers and vetted so that the very best resources to meet the needs of our students would move forward to textbook adoptions. The distance learning

environment helped us see where additional technology can assist us now that we are back in face to face instruction. Students are able to access various resources both at school and at home through the apps library we've invested in through Clever.

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.

No metrics were revised for Goal 2. We have disaggregated data for the relevant subgroups in our metrics this year. We have the same expected outcomes for this Goal as we did in the prior LCAP. Some actions were moved to Goal 2 as they better aligned with the metrics presented in this goal. In Goal 2 Action 3 an additional LVN will be added to help support the Student Health Center. In Goal 2 Action 10 Instructional Assistants will be added to support the area transition teams.

Summary of Actions moved to Goal 2:

Goal 2 Action 8 is now Goal 2 Action 7
Goal 1 Action 3 is now Goal 2 Action 8
Goal 1 Action 7 is now Goal 2 Action 9
Goal 1 Action 8 is now Goal 2 Action 10
Goal 1 Action 9 is now Goal 2 Action 11
Goal 1 Action 10 is now Goal 2 Action 12
Goal 3 Action 2 is now Goal 2 Action 13
Goal 1 Action 32 is now Goal 2 Action 14

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 staff 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 Data Year: 2021-2022 Data Source: Dashboard			0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide Professional Development	100% of certificated teachers attended professional development Data Year: 2020-21 Data Source: Local Data	100% of certificated teachers attended Data Year: 2021-2022 Data Source: Local Data			100% Data Year: 2023-24 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% Data Year: 2021-2022 Data Source: Local Data			100% Data Year: 2023-24 Data Source: Local Data
Access to Standards-Aligned Instructional Materials	100% Data Year: 2020-21 Data Source: Williams Act	100% Data Year: 2021-2022 Data Source: Williams Act			100% Data Year: 2023-2024 Data Source: Williams Act
Implementation of Standards for All Students and Enable Els Access to CCSS and ELD Standards	Full Implementation Data Year: 2020-21 Data Source: Dashboard	Full Implementation Data Year: 2021-2022 Data Source: Dashboard			Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Dashboard
Facilities Maintained in Good Repair	100% Data Year: 2020-21	100%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard	Data Year: 2021-2022 Data Source: Dashboard			Data Year: 2023-2024 Data Source: Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$468,500,034.00	No
3.2	Content Standards and AVID Professional Development	A review of state and local assessment data indicate there is a need to increase academic achievement for foster youth, low-income, and English learner students, who score lower on these assessments as compared to all students. Clovis Unified will provide personnel 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 FY, EL, and LI students achieve at high levels. Teachers will participate in professional development as it relates to the AVID program. Modules may include equitable and engaging classrooms, specific strategies tailored to all academic areas, and respect and appreciation for diverse backgrounds and circumstances. CUSD anticipates an increase in student academic achievement in Math and ELA for FY, EL, and LI students with the skills and strategies teachers learn through various AVID training. Teachers will be able to implement new learning through creating engaging lessons and content aligned activities and assessments. By providing these services it is expected	$2,357,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that identified students will increase in their academic achievement as measured by state and local assessment data. Although this professional development, focusing on supports for the needs of identified students given to the teachers throughout the school year, is specifically created to ensure English learners, foster youth, and low-income students have access to rigorous curriculum and instruction, it is expected that all students will benefit from this action. For this reason, the action is being made available LEA-wide.		

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.

The actions outlined in Goal 3: Hire, Develop Sustain, and Value a High-Quality, Diverse Workforce supports the progress in meeting the Goal to ensure that all students have access to standards-aligned curriculum, that the standards are fully implemented in the classroom, that professional development is offered to all teachers, and that teachers are appropriately assigned and fully credentialed.

Action 1: The on-going operating costs action was fully implemented this year. Action 1 provided all resources and personnel to operate the school district with increasing efficiency and effectiveness. This action supports increased student achievement.

Action 2: The learning directors action was fully implemented this year. Learning Directors were provided for each of the areas of the district to oversee and support the Transition Team work. We anticipate that this action will increase student involvement and sense of belonging for FY, LI, and EL students, which Transition Teams support.

Action 3: The content standards and AVID professional development action was partially implemented this year. This action provides professional development to teachers and staff around AVID strategies and teaching the content standards. It is anticipated that this will increase academic achievement for FY, LI, and EL students.

Overall Implementation Successes: We had to be creative this year with professional development and developed a robust online system so that teachers could receive development in an asynchronous format. This has proven to be successful for us this year.

Overall Implementation Challenges: Because we were unable to secure enough substitutes this year, the professional development we offered during the school day was limited. Many of our plans will have to be delayed until next year, when we hope to have more substitutes available.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As of estimated actuals, the District was not projecting any material differences for Goal 3.

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

The actions in Goal 3, Hire, Sustain, and Value and High Quality, Diverse Workforce is the driving force behind all we do in providing the best learning environment for our students. Investing in the people that commit everyday to ensure each student has the tools and support to be the best they can be in mind, body and spirit is essential to Clovis Unified.

Goal 1 for Action 3 encompasses our on-going operational costs. Clovis Unified has met the requirements of the William's Act and continues to focus on keeping our facilities in state of the art condition, providing access to all standards aligned curriculum and hiring highly qualified teachers. The parent community recognizes the high standards for facility maintenance in with 96% of our parent community responding on the parent survey that our facilities are clean and well maintained. This data point has been consistently in the ninety percent satisfaction range for several years and our community values having state of the art and well maintained facilities.
Goal 2 for Action 3 provides a learning director for each feeder area. This learning director role is responsible for providing increased connection points to school and leading the intervention teams to provide the appropriate interventions for student success. Students provided transition program support had a nine percent increase during the year of reaching at or above grade level indicators on the i-Ready diagnostic in ELA and a seven percent increase in math. To further increase student's academic success, Goal 3 for Action 3 provides professional development for teachers and administrators. Professional development is provided through school leadership, curriculum and instruction, the Comprehensive Wellness Project and through courses provided online through the Thinkific platform. Over 60 trainings were provided to staff from our Comprehensive Wellness project. Professional development opportunities were structured so that teachers and site leaders could tailor their trainings to meet the initiatives at their sites to best meet the individual needs of their students. Additional professional development in areas such as AVID, Teaching Pyramid, Equitable and Engaging Classrooms, Read 180, and Professional Learning Communities were attended by a majority of teachers. Survey data from the annual parent survey shows an increase of 6% when asked their child's quality of instruction in English Language Arts and 4% when asked when asked their child's quality of instruction in math.

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.

No metrics were revised for Goal 3. We have disaggregated data for the relevant subgroups in our metrics this year. We have the same expected outcomes for this Goal as we did in the prior LCAP. Goal 3, Action 2 is being moved to Goal 2, Action 13 because it aligns better with the metrics in that goal and it is now placed with other actions that support the Transition Team program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$39,808,150	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.67%	0.00%	$0.00	9.67%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

1.2 Primary Class Size Reduction

1.4 Special Education Programs

1.5 Career Technical Education Courses

1.6 Licensing to Provide Online College and Career Planning

1.8 Supplemental Instructional Support for Sites

1.9 Intervention Summer Learning Academy

1.10 Push-In K-6 Teachers

1.11 Additional Instructional Support for Core Classes and College & Career Readiness

1.12 Secondary Intervention

1.15 Online Curriculum for Intervention and Credit Recovery

1.16 Increased Bus Routes

1.17 Mentoring Services at Alternative Sites

1.18 Opportunity Classes at Intermediate Schools

1.19 Clovis Support and Intervention

1.21 Additional Nursing Services

1.23 Counselors to Reduce Caseload

1.24 Guidance Instructional Specialist for At-Risk Students

1.25 Comprehensive Youth Services

1.26 Administrative Support for MTSS

1.27 Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS)

1.28 Computer-Based Data Management System

1.29 Behavior Consultation Team

1.30 Mental Health Support Providers

1.31 Lead Psychologists for Comprehensive Wellness Project

2.3 Student Health Center

2.5 Supplemental Resources

2.8 VAPA Equipment

2.12 Transition Counselors

2.13 Transition Learning Directors

2.14 Professional Development for Diversity

3.2 Content Standards and AVID Professional Development

_____ Requirement because Clovis is below the 55%___

One of our goals for our EL, LI, and FY is to increase attendance rate and reduce chronic absenteeism. All three groups' chronic absenteeism rates are higher than the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase attendance rate and reduce chronic absenteeism for EL, FY, and LI students; each action is supported by educational research.

Actions to Support Attendance Rates & Chronic Absenteeism:

1.21 Additional Nursing Services: 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).

1.22 Personnel for Student Services and School Attendance for Foster and Homeless Support: 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). Research supports that students who feel connected to their school and who feel safe, have higher attendance rates (Blum, 2005).

1.25 Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being: 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 (WebbLandman, 2012).

1.30 Additional Social-Emotional Psychologists at High Schools: Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009) and social-emotional support for students increases attendance, and connection to school.

1.31 Lead Psychologists for Comprehensive Wellness Plan: Research indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).

2.8 VAPA Equipment: 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). Research shows that students who are engaged in school have higher attendance rates (Railsback, 2004).

2.9 Increased Connection Points to School: Research shows that increasing student engagement improves attendance rates (Center for Disease Control and Prevention, 2018).

2.11 Transition Counselors/Directors: Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion, reduce absenteeism and help prevent dropout (ESSA State Framework).

2.14 Professional Development for Diversity: Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills (Learning Institute, n.d.) Caring relationships soothe stress, calm anxiety, and let students know how much they matter (Center for Relationship-Based Education).

One of our goals for our EL, LI, and FY is to increase CTE Pathway Completion rates. All three groups CTE Pathway completion rates are lower than the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase CTE Pathway Completion for EL, FY, and LI students supported by educational research.

Below is supporting research behind each action.

1.5 Career Technical Education Courses: 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).

1.6 Licensing to Provide Online College and Career Planning: 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."

1.16 Increased Bus Routes: 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).

One of our goals for our EL, LI, and FY is to increase ELA and Math CAASPP scores and local benchmarks. All three groups' performance rates are lower than the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase CAASPP and local benchmarks in ELA and Math for EL, FY, and LI students supported by educational research

1.2 Primary Class Size Reduction: Research demonstrates that reducing class sizes has an overall positive effect on student achievement (Mathis, 2016).

1.4 Special Education Programs: Research studies support the idea that offering students additional time for individualized intervention has a positive effect on student achievement (Weingarten, et. al., 2019).

1.9 Intervention Summer Learning Academy: 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).

1.10 Push-In K-6 Teachers: Research shows that providing an increase of time for students to learn has a positive influence on overall student achievement (Andersen, et. al., 2016).

1.12 Intervention Stipends: 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).

1.17 Mentoring Services at Alternative Sites: 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).

1.19 Clovis Support Intervention: Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura).

1.26 Administrative Support for MTSS: 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).

1.28 Computer-Based Data Management System: Research indicates that student data systems support improvement in instruction and increases in student achievement (Gallagher, et. al., 2008).

2.5 Supplemental Resources: Research shows that students who work with aligned materials in school achieve at higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012).

2.7 Increased Access to Technology: Technology use by students is positively correlated to increased academic achievement and improved motivation in students (Harris, et. al., 2016).

2.13 Learning Directors: 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).

3.2 Content Standards and AVID Professional Development: Studies suggest that teachers who have quality professional development can have an increased effect on student achievement (Inpraxis Group Inc., 2006).

One of our goals for our English learners is to reclassify and make increased progress towards language proficiency. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL students first. We believe that the below actions are the most effective use of the funds to support the reclassification for EL students supported by educational research.

1.7 Specialized Services and Support for Migrant Ed.: According to the US Department of Education (nd), Migrant Education Programs ensure that all migrant students reach challenging academic standards and graduate with a high school diploma.

1.14 ELD Teachers at Secondary Schools: ELD instruction is designed specifically to advance English learners' knowledge and use of English in increasingly sophisticated ways (Saunders, Goldenberg, and Marcelletti, nd).

1.20 EL Summer School: 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). ELD instruction is designed specifically to advance English learners' knowledge and use of English in increasingly sophisticated ways (Saunders, Goldenberg, and Marcelletti, nd).

One of our goals for our EL, LI, and FY is to increase their graduation rate as compared to the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds for graduation rate for EL, LI, and FY students supported by educational research.

1.11 Additional Instruction in Core Classes and AVID: 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).

1.13 Healthy Start Coordinator: 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).

1.15 Online Curriculum for Intervention and Credit Recovery: 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).

1.23 Guidance Learning Directors/Specialists: 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).

1.24 Guidance Instructional Specialist for At-Risk 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).

2.12 Guidance Instructional Specialists and Transition Counselors: 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 increase graduation rates (ESSA State Framework).

One of our goals for our EL, LI, and FY is to increase their sense of belonging, connectedness, and safety on their school campus. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase the sense of belonging, connectedness, and safety for EL, LI, and FY students supported by educational research.

1.7 Specialized Services and Support for Migrant Ed.: 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).

1.17 Mentoring Services at Alternative Sites: Research shows positive mentoring programs at school sites promote improved school behavior and school connectedness (Gordon, Downey, and Bangert, 2013).

1.18 Opportunity Classes at Intermediate Schools: Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school (ESSA State Framework, n.d.).

1.22 Personnel for Student Services and School Attendance for Foster and Homeless Support : 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).

1.24 Guidance Instructional Specialist for At-Risk 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).

1.27 Positive Behavior Intervention and Supports (PBIS): 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).

1.30 Additional Social-Emotional Psychologists at High Schools: Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009).

2.6 Oral and Written Translation Services: Research shows that providing translation services to parents, helps them feel connected and increases participation in the school (Bandura, 2009)

2.10 Transition Teams Student Relations Liaisons: Research shows positive mentoring programs at school sites promote improved school behavior and school connectedness (Gordon, Downey, and Bangert, 2013).

2.13 Learning Directors: 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).

One of our goals for our EL, LI, and FY is to decrease their suspension rate as compared to all students. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to decrease suspension rates for EL, LI, and FY students supported by educational research.

1.18 Opportunity Classes at Intermediate Schools: Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school and reduces suspension (ESSA State Framework, n.d.). Collaborative for Academic, Social and Emotional Learning (CASEL)—an organization providing funding, information, training and research around Social and Emotional Learning— www.casel.org

1.25 Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being: 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 and reduces suspension (WebbLandman, 2012).

1.26 Administrative Support for MTSS: Research shows that 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.

1.27 Positive Behavior Intervention and Supports (PBIS): 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).

1.29 Additional Behavioral Supports for 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).

1.30 Additional Social-Emotional Psychologists at High Schools: Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009).

1.31 Lead Psychologists for Comprehensive Wellness Plan: Research indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).

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 to 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.

Clovis Unified School District has demonstrated it has met the 9.67% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in

the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

1.7 Specialized Services and Support for Migrant Ed
1.13 Healthy Start Coordinator
1.14 ELD Teachers at Secondary Schools
1.20 EL Summer School
1.22 Personnel for Student Services and School Attendance for Foster and Homeless Support
2.6 Oral and Written Translation Services
2.7 Increased Access to Technology
2.9 Increase Connection Points to School
2.10 Transition Teams Student Relations Liaisons
2.11 Transition Directors

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$467,542,482.00	$117,463,634.00	$10,820,947.00	$67,121,327.00	$662,948,390.00	$482,256,427.00	$180,691,963.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional and Operational Technology	All	$10,640,508.00		$10,001.00	$10,033,097.00	$20,683,606.00
1	1.2	Primary Class Size Reduction	English Learners Foster Youth Low Income	$2,146,503.00				$2,146,503.00
1	1.3	Students with IEPs	Students with Disabilities	$48,954,658.00	$42,339,976.00	$2,228,685.00	$8,374,783.00	$101,898,102.00
1	1.4	Special Education Programs	English Learners Foster Youth Low Income	$1,767,991.00				$1,767,991.00
1	1.5	Career Technical Education Courses	English Learners Foster Youth Low Income	$3,726,265.00	$2,259,442.00		$275,630.00	$6,261,337.00
1	1.6	Licensing to Provide Online College and Career Planning	English Learners Foster Youth Low Income	$37,715.00				$37,715.00
1	1.7	Specialized Services and Support for Migrant Ed.	English Learners	$125,000.00				$125,000.00
1	1.8	Supplemental Instructional Support for Sites	English Learners Foster Youth Low Income	$2,527,476.00				$2,527,476.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Intervention Summer Learning Academy	English Learners Foster Youth Low Income	$1,131,743.00				$1,131,743.00
1	1.10	Push-in K-6 Teachers	English Learners Foster Youth Low Income	$1,247,763.00				$1,247,763.00
1	1.11	Additional Instructional Support for Core Classes and College & Career Readiness	English Learners Foster Youth Low Income	$3,128,233.00				$3,128,233.00
1	1.12	Secondary Intervention	English Learners Foster Youth Low Income	$1,169,565.00				$1,169,565.00
1	1.13	Healthy Start Coordinator	English Learners Foster Youth Low Income	$93,376.00				$93,376.00
1	1.14	ELD Teachers at Secondary Schools	English Learners	$1,411,265.00				$1,411,265.00
1	1.15	Online Curriculum for Intervention and Credit Recovery	English Learners Foster Youth Low Income	$155,000.00				$155,000.00
1	1.16	Increased Bus Routes	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
1	1.17	Mentoring Services at Alternative Sites	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
1	1.18	Opportunity Classes at Intermediate Schools	English Learners Foster Youth Low Income	$615,863.00				$615,863.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.19	Clovis Support and Intervention	English Learners Foster Youth Low Income	$128,350.00				$128,350.00
1	1.20	EL Summer School	English Learners	$18,264.00				$18,264.00
1	1.21	Additional Nursing Services	English Learners Foster Youth Low Income	$732,741.00				$732,741.00
1	1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	Foster Youth	$966,141.00				$966,141.00
1	1.23	Counselors to Reduce Caseload	English Learners Foster Youth Low Income	$624,700.00				$624,700.00
1	1.24	Guidance Instructional Specialist for At-Risk Students	English Learners Foster Youth Low Income	$420,281.00				$420,281.00
1	1.25	Comprehensive Youth Services	English Learners Foster Youth Low Income	$719,386.00				$719,386.00
1	1.26	Administrative Support for MTSS	English Learners Foster Youth Low Income	$750,156.00				$750,156.00
1	1.27	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS)	English Learners Foster Youth Low Income	$111,107.00				$111,107.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.28	Computer-Based Data Management System	English Learners Foster Youth Low Income	$371,309.00				$371,309.00
1	1.29	Behavior Consultation Team	English Learners Foster Youth Low Income	$1,127,367.00				$1,127,367.00
1	1.30	Mental Health Support Providers	English Learners Foster Youth Low Income	$744,311.00				$744,311.00
1	1.31	Lead Psychologist for Comprehensive Wellness Project	English Learners Foster Youth Low Income	$265,358.00				$265,358.00
2	2.1	Custodial and Grounds Services	All	$6,846,490.00		$220,000.00		$7,066,490.00
2	2.2	Maintenance and Repair of School Facilities	All	$17,952,720.00				$17,952,720.00
2	2.3	Student Health Center	English Learners Foster Youth Low Income	$530,435.00				$530,435.00
2	2.4	Aligned Instructional Materials and Supplies	All		$4,504,216.00			$4,504,216.00
2	2.5	Supplemental Resources	English Learners Foster Youth Low Income	$1,073,680.00				$1,073,680.00
2	2.6	Oral and Written Translation Services	English Learners	$15,965.00				$15,965.00
2	2.7	Increased Access to Technology	English Learners Foster Youth Low Income	$1,050,000.00				$1,050,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	VAPA Equipment	English Learners Foster Youth Low Income	$331,000.00				$331,000.00
2	2.9	Increase Connection Points to School	English Learners Foster Youth Low Income	$570,000.00				$570,000.00
2	2.10	Transition Team Student Relations Liaisons and Instructional Assistants	English Learners Foster Youth Low Income	$2,527,672.00				$2,527,672.00
2	2.11	Transition Directors	English Learners Foster Youth Low Income	$1,128,222.00				$1,128,222.00
2	2.12	Transition Counselors	English Learners Foster Youth Low Income	$2,033,421.00				$2,033,421.00
2	2.13	Transition Learning Directors	English Learners Foster Youth Low Income	$1,252,248.00				$1,252,248.00
2	2.14	Professional Development for Diversity	English Learners Foster Youth Low Income	$549,821.00				$549,821.00
3	3.1	On-going Operating Costs	All	$343,339,956.00	$68,360,000.00	$8,362,261.00	$48,437,817.00	$468,500,034.00
3	3.2	Content Standards and AVID Professional Development	English Learners Foster Youth Low Income	$2,357,457.00				$2,357,457.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$411,585,594	$39,808,150	9.67%	0.00%	9.67%	$39,808,150.00	0.00%	9.67 %	**Total:**	$39,808,150.00
								LEA-wide Total:	$14,519,270.00
								Limited Total:	$7,905,905.00
								Schoolwide Total:	$17,382,975.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Primary Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,146,503.00	
1	1.4	Special Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,767,991.00	
1	1.5	Career Technical Education Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All comprehensive high schools	$3,726,265.00	
1	1.6	Licensing to Provide Online College and Career Planning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools and Adult School	$37,715.00	
1	1.7	Specialized Services and Support for Migrant Ed.	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-12	$125,000.00	
1	1.8	Supplemental	Yes	LEA-wide	English Learners Foster Youth	5-12	$2,527,476.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Instructional Support for Sites			Low Income			
1	1.9	Intervention Summer Learning Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	5-12	$1,131,743.00	
1	1.10	Push-in K-6 Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools TK-6	$1,247,763.00	
1	1.11	Additional Instructional Support for Core Classes and College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All intermediate and high schools 7-12	$3,128,233.00	
1	1.12	Secondary Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All intermediate and high schools 7-12	$1,169,565.00	
1	1.13	Healthy Start Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Community Day and Gateway High School	$93,376.00	
1	1.14	ELD Teachers at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,411,265.00	
1	1.15	Online Curriculum for Intervention and Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	2-12	$155,000.00	
1	1.16	Increased Bus Routes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high schools 9-12	$75,000.00	
1	1.17	Mentoring Services at Alternative Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alt. Ed schools 7-12	$50,000.00	
1	1.18	Opportunity Classes at Intermediate	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: All intermediate	$615,863.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Schools			Low Income	schools 7-8		
1	**1.19**	Clovis Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,350.00	
1	**1.20**	EL Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-12	$18,264.00	
1	**1.21**	Additional Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6	$732,741.00	
1	**1.22**	Personnel for Student Services and School Attendance for Foster and Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	TK-12	$966,141.00	
1	**1.23**	Counselors to Reduce Caseload	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high schools	$624,700.00	
1	**1.24**	Guidance Instructional Specialist for At-Risk Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alta Sierra, Clark, Kastner, Reyburn, and Granite Ridge	$420,281.00	
1	**1.25**	Comprehensive Youth Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$719,386.00	
1	**1.26**	Administrative Support for MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income		$750,156.00	
1	**1.27**	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$111,107.00	
1	**1.28**	Computer-Based Data Management System	Yes	LEA-wide	English Learners Foster Youth	All Schools	$371,309.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.29	Behavior Consultation Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,127,367.00	
1	1.30	Mental Health Support Providers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high schools	$744,311.00	
1	1.31	Lead Psychologist for Comprehensive Wellness Project	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-12	$265,358.00	
2	2.3	Student Health Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,435.00	
2	2.5	Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,073,680.00	
2	2.6	Oral and Written Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,965.00	
2	2.7	Increased Access to Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
2	2.8	VAPA Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$331,000.00	
2	2.9	Increase Connection Points to School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$570,000.00	
2	2.10	Transition Team Student Relations Liaisons and Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$2,527,672.00	
2	2.11	Transition Directors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$1,128,222.00	
2	2.12	Transition Counselors	Yes	Schoolwide	English Learners Foster Youth	All Schools	$2,033,421.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.13	Transition Learning Directors	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,252,248.00	
2	2.14	Professional Development for Diversity	Yes	LEA-wide	English Learners Foster Youth Low Income		$549,821.00	
3	3.2	Content Standards and AVID Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,357,457.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$607,199,713.00	$605,359,623.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional and Operational Technology	No	$9,654,875.00	$24,198,115.00
1	1.2	Class Size Reduction	Yes	$1,440,080.00	$1,449,051.00
1	1.3	VAPA Equipment	Yes	$329,500.00	$329,500.00
1	1.4	Students with IEPs	No	$92,445,886.00	$103,141,905.00
1	1.5	Special Education Programs	Yes	$1,643,146.00	$1,643,146.00
1	1.6	Career Technical Education Courses	Yes	$8,372,083.00	$8,663,797.00
1	1.7	Increase Connection Points to School	Yes	$285,000.00	$285,000.00
1	1.8	Student Relations Liaisons	Yes	$2,360,202.00	$2,282,911.00
1	1.9	Transition Counselors/Directors	Yes	$1,011,561.00	$1,011,561.00
1	1.10	Guidance Instructional Specialists and Transition Counselors	Yes	$1,894,936.00	$1,881,995.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Licensing to Provide Online College and Career Planning	Yes	$32,250.00	$32,250.00
1	1.12	Specialized Services and Support for Migrant Ed.	Yes	$125,000.00	$125,000.00
1	1.13	Supplemental Instructional Support for Sites	Yes	$2,527,476.00	$3,455,033.00
1	1.14	After-School Intervention Programs	Yes	$621,121.00	$911,070.00
1	1.15	Intervention Summer Learning Academy	Yes	$904,535.00	$2,001,746.00
1	1.16	Push-in K-6 Teachers	Yes	$1,274,542.00	$1,292,604.00
1	1.17	Additional Instruction in Core Classes and AVID	Yes	$2,861,413.00	$2,842,170.00
1	1.18	Intervention Stipends	Yes	$1,334,802.00	$1,338,379.00
1	1.19	Healthy Start Coordinator	Yes	$86,235.00	$85,918.00
1	1.20	ELD Teachers at Secondary Schools	Yes	$1,301,786.00	$1,295,866.00
1	1.21	Online Curriculum for Intervention and Credit Recovery	Yes	$155,000.00	$0.00
1	1.22	Increased Bus Routes	Yes	$75,000.00	$75,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Mentoring Services at Alternative Sites	Yes	$50,000.00	$50,000.00
1	1.24	Opportunity Classes at Intermediate Schools	Yes	$570,119.00	$548,747.00
1	1.25	Clovis Support and Intervention District Coordinator	Yes	$117,205.00	$117,765.00
1	1.26	EL Summer School	Yes	$18,996.00	$18,996.00
1	1.27	Additional Nursing Services	Yes	$679,992.00	$572,995.00
1	1.28	Personnel for Student Services and School Attendance for Foster and Homeless Support	Yes	$858,983.00	$889,147.00
1	1.29	Guidance Learning Directors/Specialists	Yes	$571,096.00	$568,971.00
1	1.30	Guidance Instructional Specialist for At-Risk Students	Yes	$380,205.00	$385,143.00
1	1.31	Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being	Yes	$478,998.00	$636,968.00
1	1.32	Administrative Support for MTSS	Yes	$410,267.00	$410,267.00
1	1.33	Positive Behavior Intervention and Supports (PBIS)	Yes	$74,118.00	$73,349.00
1	1.34	Computer-Based Data Management System	Yes	$256,489.00	$256,489.00
1	1.35	Professional Development for Diversity and Poverty	Yes	$227,867.00	$227,867.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.36	Additional Behavioral Supports for Students	Yes	$670,975.00	$670,975.00
1	1.37	Additional Social Emotional Psychologists at High Schools	Yes	$978,591.00	$978,591.00
1	1.38	Lead Psychologist for Comprehensive Wellness Plan	Yes	$231,773.00	$231,773.00
2	2.1	Custodial and Grounds Services	No	$27,513,516.00	$28,935,336.00
2	2.2	Maintenance and Repair of School Facilities	No	$14,751,399.00	$17,637,418.00
2	2.3	Student Health Center	Yes	$510,435.00	$545,752.00
2	2.4	Aligned Instructional Materials and Supplies	No	$4,504,216.00	$8,163,391.00
2	2.5	Supplemental Resources	Yes	$1,073,680.00	$1,073,680.00
2	2.6	Oral and Written Translation Services	Yes	$15,965.00	$15,965.00
2	2.7	Parent Resource Center/Community Resource Centers	Yes	$210,000.00	$285,000.00
2	2.8	Increased Access to Technology	Yes	$3,066,370.00	$0
3	3.1	On-going Operating Costs	No	$415,869,361.00	$381,398,581.00
3	3.2	Learning Directors	Yes	$1,181,332.00	$1,133,104.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Content Standards and AVID Professional Development	Yes	$1,191,336.00	$1,191,336.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
35,372,666	$41,075,422.00	$40,347,421.00	$728,001.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Class Size Reduction	Yes	$1,440,080.00	$1,449,051.00		
1	1.3	VAPA Equipment	Yes	$329,500.00	$468,796.00		
1	1.5	Special Education Programs	Yes	$1,643,146.00	$1,643,146.00		
1	1.6	Career Technical Education Courses	Yes	$6,987,045.00	$6,987,045.00		
1	1.7	Increase Connection Points to School	Yes	$285,000.00	$285,000.00		
1	1.8	Student Relations Liaisons	Yes	$2,360,202.00	$2,282,911.00		
1	1.9	Transition Counselors/Directors	Yes	$1,011,561.00	$1,011,561.00		
1	1.10	Guidance Instructional Specialists and Transition Counselors	Yes	$1,894,936.00	$1,881,995.00		
1	1.11	Licensing to Provide Online College and Career Planning	Yes	$32,250.00	$32,250.00		
1	1.12	Specialized Services and Support for Migrant Ed.	Yes	$125,000.00	$125,000.00		
1	1.13	Supplemental Instructional Support for Sites	Yes	$2,527,476.00	$3,455,033.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	After-School Intervention Programs	Yes	$621,121.00	$911,070.00		
1	1.15	Intervention Summer Learning Academy	Yes	$904,535.00	$2,001,746.00		
1	1.16	Push-in K-6 Teachers	Yes	$1,274,542.00	$1,292,604.00		
1	1.17	Additional Instruction in Core Classes and AVID	Yes	$2,861,413.00	$2,842,170.00		
1	1.18	Intervention Stipends	Yes	$1,334,802.00	$1,338,379.00		
1	1.19	Healthy Start Coordinator	Yes	$86,235.00	$85,918.00		
1	1.20	ELD Teachers at Secondary Schools	Yes	$1,301,786.00	$1,295,866.00		
1	1.21	Online Curriculum for Intervention and Credit Recovery	Yes	$155,000.00	$0.00		
1	1.22	Increased Bus Routes	Yes	$75,000.00	$75,000.00		
1	1.23	Mentoring Services at Alternative Sites	Yes	$50,000.00	$50,000.00		
1	1.24	Opportunity Classes at Intermediate Schools	Yes	$570,119.00	$548,747.00		
1	1.25	Clovis Support and Intervention District Coordinator	Yes	$117,205.00	$117,765.00		
1	1.26	EL Summer School	Yes	$18,996.00	$18,996.00		
1	1.27	Additional Nursing Services	Yes	$679,992.00	$572,995.00		
1	1.28	Personnel for Student Services and School Attendance for Foster and Homeless Support	Yes	$858,983.00	$889,147.00		
1	1.29	Guidance Learning Directors/Specialists	Yes	$571,096.00	$568,971.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.30	Guidance Instructional Specialist for At-Risk Students	Yes	$380,205.00	$385,143.00		
1	1.31	Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being	Yes	$478,998.00	$636,968.00		
1	1.32	Administrative Support for MTSS	Yes	$410,267.00	$410,267.00		
1	1.33	Positive Behavior Intervention and Supports (PBIS)	Yes	$74,118.00	$73,349.00		
1	1.34	Computer-Based Data Management System	Yes	$256,489.00	$256,489.00		
1	1.35	Professional Development for Diversity and Poverty	Yes	$227,867.00	$227,867.00		
1	1.36	Additional Behavioral Supports for Students	Yes	$670,975.00	$670,975.00		
1	1.37	Additional Social Emotional Psychologists at High Schools	Yes	$978,591.00	$978,591.00		
1	1.38	Lead Psychologist for Comprehensive Wellness Plan	Yes	$231,773.00	$231,773.00		
2	2.3	Student Health Center	Yes	$510,435.00	$545,752.00		
2	2.5	Supplemental Resources	Yes	$1,073,680.00	$1,073,680.00		
2	2.6	Oral and Written Translation Services	Yes	$15,965.00	$15,965.00		
2	2.7	Parent Resource Center/Community Resource Centers	Yes	$210,000.00	$285,000		
2	2.8	Increased Access to Technology	Yes	$3,066,370.00	$0		
3	3.2	Learning Directors	Yes	$1,181,332.00	$1,133,104.00		
3	3.3	Content Standards and AVID Professional Development	Yes	$1,191,336.00	$1,191,336.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
375,266,992	35,372,666	0	9.43%	$40,347,421.00	0.00%	10.75%	$0.00	0.00%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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:

  o 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* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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