

2021-22 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|--|
| Local Educational Agency (LEA) Name: | Clovis Unified School District |
| CDS Code: | 10621170000000 |
| LEA Contact Information: | Name: Eimear O'Farrell Position: Superintendent Email: eimearofarrell@cusd.com Phone: 559-3279000 |
| Coming School Year: | 2021-22 |
| Current School Year: | 2020-21 |

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

| Projected General Fund Revenue for the 2021-22 School Year | Amount |
|---|---------------|
| Total LCFF Funds | \$416,909,623 |
| LCFF Supplemental & Concentration Grants | \$37,626,968 |
| All Other State Funds | \$87,538,643 |
| All Local Funds | \$13,669,580 |
| All federal funds | \$97,777,377 |
| Total Projected Revenue | \$615,895,223 |

| Total Budgeted Expenditures for the 2021-22 School Year | Amount |
|--|---------------|
| Total Budgeted General Fund Expenditures | \$613,717,700 |
| Total Budgeted Expenditures in the LCAP | \$607,199,713 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$42,460,460 |
| Expenditures not in the LCAP | \$6,517,987 |

| Expenditures for High Needs Students in the 2020-21 School Year | Amount |
|--|---------------|
| Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan | \$7,439,898 |
| Actual Expenditures for High Needs Students in Learning Continuity Plan | \$7,672,969 |

| Funds for High Needs Students | Amount |
|--|---------------|
| 2021-22 Difference in Projected Funds and Budgeted Expenditures | \$4,833,492 |
| 2020-21 Difference in Budgeted and Actual Expenditures | \$233,071 |

| Required Prompts(s) | Response(s) |
|---|---|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | Debt Service, 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. |

LCFF Budget Overview for Parents

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

CDS Code: 10621170000000

School Year: 2021-22

LEA contact information:

Eimear O'Farrell

Superintendent

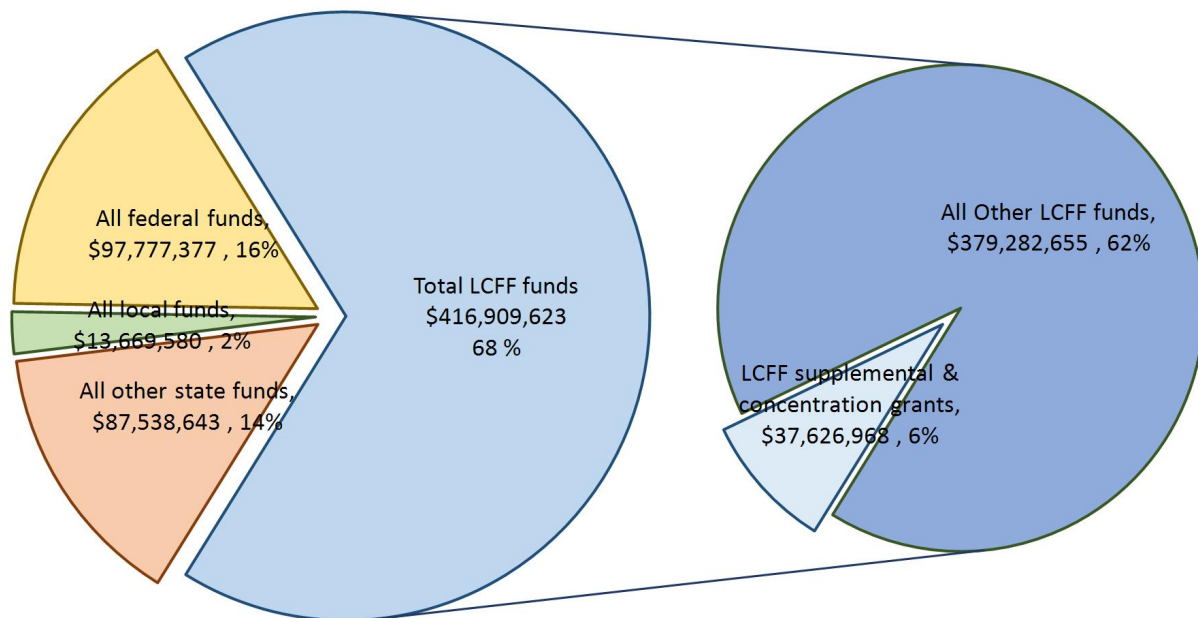
eimearofarrell@cusd.com

559-3279000

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



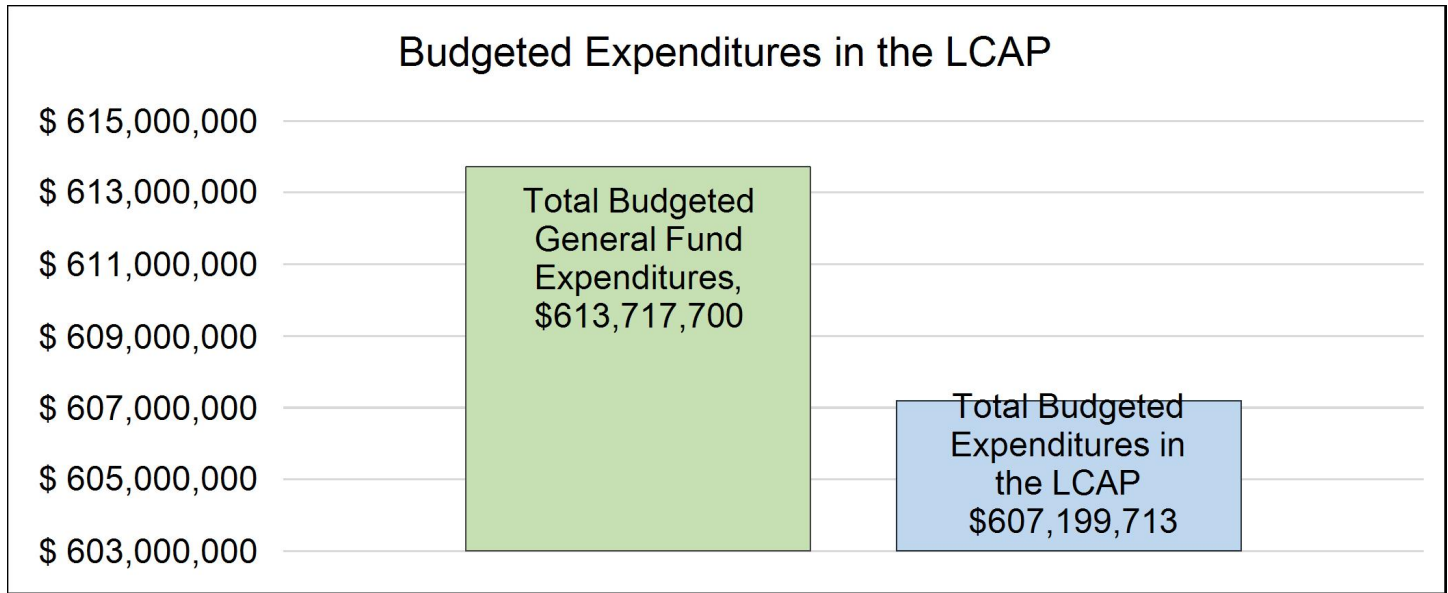
This chart shows the total general purpose revenue Clovis Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Clovis Unified School District is \$615,895,223, of which \$416,909,623 is Local Control Funding Formula (LCFF), \$87,538,643 is other state funds, \$13,669,580 is local funds, and

\$97,777,377 is federal funds. Of the \$416,909,623 in LCFF Funds, \$37,626,968 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Clovis Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Clovis Unified School District plans to spend \$613,717,700 for the 2021-22 school year. Of that amount, \$607,199,713 is tied to actions/services in the LCAP and \$6,517,987 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

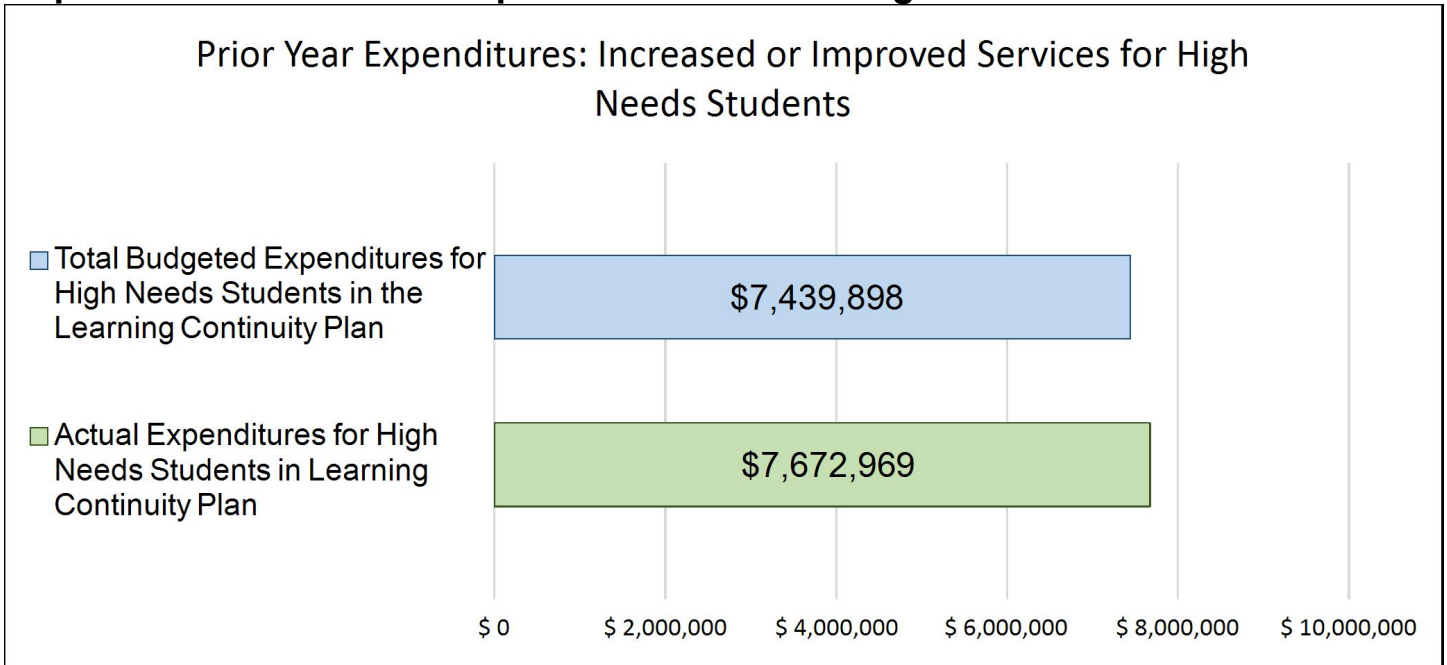
Debt Service, inter-fund transfers out, and indirect costs budgets are not included in the LCAP. Inter-fund transfers out include, but are not limited, to support for facilities, Certificate of Participation debt service, and a contribution to the Adult School.

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

In 2021-22, Clovis Unified School District is projecting it will receive \$37,626,968 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 \$42,460,460 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Clovis Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Clovis Unified School District's Learning Continuity Plan budgeted \$7,439,898 for planned actions to increase or improve services for high needs students. Clovis Unified School District actually spent \$7,672,969 for actions to increase or improve services for high needs students in 2020-21.



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

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

| LEA Name | Contact Name and Title | Email and Phone |
|--------------------------------|------------------------------------|--|
| Clovis Unified School District | Eimear O'Farrell Superintendent | eimearofarrell@cusd.com 559-3279000 |

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

Goal 1

Maximize Achievement for ALL Students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| <p>Metric/Indicator A-G Completion Rate</p> <p>19-20 65%</p> <p>Baseline 62.0%</p> | <p>52% of students were prepared for college.</p> |
| <p>Metric/Indicator Percent of EL students scoring Advanced or Early Advanced on CELDT/ELPAC</p> <p>19-20 81%</p> <p>Baseline 51%</p> | <p>56% of students scored advanced or early advanced.</p> |
| <p>Metric/Indicator EL Reclassification Rate</p> <p>19-20</p> | <p>18% of students were reclassified.</p> |

| Expected | Actual |
|---|--|
| 10% Baseline 9.4% | |
| Metric/Indicator Middle School Drop Out Rate 19-20 0% Baseline 0% | Target met. 0% of students dropped out of middle school. |
| Metric/Indicator High School Drop Out Rate 19-20 2.6% Baseline 2.9% | 2% of students dropped out of high school. |
| Metric/Indicator AP Course Enrollment 19-20 25% Baseline 23.6% | 22.8% of students were enrolled in AP courses. |
| Metric/Indicator AP Course Offering 19-20 24 Baseline 24 | 29 AP classes were offered to our students. |
| Metric/Indicator Percent of students scoring 3 or higher on AP exams | 73% of the students scored 3 or higher on AP exams. |

| Expected | Actual |
|--|---|
| <p>19-20 72%</p> <p>Baseline 69%</p> | |
| <p>Metric/Indicator Percent of students classified as ready for college level coursework as determined by Early Assessment Program (EAP) in ELA</p> <p>19-20 47%</p> <p>Baseline 38%</p> | <p>81% of the students were classified as ready for college level coursework in ELA.</p> |
| <p>Metric/Indicator Percent of students classified as ready for college level coursework as determined by Early Assessment Program (EAP) in Math</p> <p>19-20 20%</p> <p>Baseline 16%</p> | <p>51% of the students were classified as ready for college level coursework in math.</p> |
| <p>Metric/Indicator Graduation Rate</p> <p>19-20 95.2%</p> <p>Baseline 94.6%</p> | <p>Standard met: Graduation Rate was 95%</p> |
| <p>Metric/Indicator Percent of 4-year cohort that completed at least 1 CTE Pathway</p> <p>19-20 46%</p> | <p>4-year cohort was 39%</p> |

| Expected | Actual |
|---|--|
| <p>Baseline 40%</p> | |
| <p>Metric/Indicator Percent of Students who Met or Exceeded Standard on ELA CAASPP</p> <p>19-20 70%</p> <p>Baseline 67%</p> | <p>73% of the students met or exceeded standard on ELA CAASPP.</p> |
| <p>Metric/Indicator Percent of Students who Met or Exceeded Standard on Math CAASPP</p> <p>19-20 59%</p> <p>Baseline 54%</p> | <p>59% of students met or exceeded standard on Math CAASPP.</p> |
| <p>Metric/Indicator Percent earning Healthy Fitness Zone in Grades 5</p> <p>19-20 62%</p> <p>Baseline 59%</p> | <p>65% of students earned the Healthy Fitness Zone in Grade 5.</p> |
| <p>Metric/Indicator Percent earning Healthy Fitness Zone in Grades 7</p> <p>19-20 62.5%</p> <p>Baseline 61%</p> | <p>65% of students earned the Healthy Fitness Zone in Grade 7.</p> |
| <p>Metric/Indicator Percent earning Healthy Fitness Zone in Grades 9</p> | <p>67.9% of students earned the Healthy Fitness Zone in Grade 9.</p> |

| Expected | Actual |
|---|--------|
| 19-20 57% Baseline 55.4% | |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>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.</p> | 1000-1999: Certificated Personnel Salaries LCFF Base \$109,030 2000-2999: Classified Personnel Salaries LCFF Base \$3,463,131 3000-3999: Employee Benefits LCFF Base \$1,933,016 4000-4999: Books And Supplies LCFF Base \$3,106,195 5000-5999: Services And Other Operating Expenditures LCFF Base \$964,554 | 1000-1999: Certificated Personnel Salaries LCFF Base \$111,210 2000-2999: Classified Personnel Salaries LCFF Base \$3,495,622 3000-3999: Employee Benefits LCFF Base \$1,847,858 4000-4999: Books And Supplies LCFF Base \$3,052,929 5000-5999: Services And Other Operating Expenditures LCFF Base \$312,946 |
| <p>Reduce class sizes in grades K--3 and 4--6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. The target is 24:1 now that LCFF is fully funded. CUSD made an agreement with Faculty Senate to have an alternative ratio that will not exceed 27:1 for grades K-3. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and would benefit from lower class sizes for individualized instruction to better meet the learning needs of FY, LI and EL students. CUSD's unduplicated student groups are not achieving at grade level standards in academic and it is our belief that lowering class sizes will help close the opportunity gap.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,020,209 3000-3999: Employee Benefits LCFF Supplemental \$458,355 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$957,323 3000-3999: Employee Benefits LCFF Supplemental \$439,665 |
| <p>In order to provide LI, FY, Homeless, and EL students access to the District's performing arts program and other VAPA programs to increase</p> | 4000-4999: Books And Supplies LCFF Supplemental \$329,500 | 4000-4999: Books And Supplies LCFF Supplemental \$329,500 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>engagement and school connectedness in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them. Funds will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL and Homeless students are at greater risk of being chronically absent and would benefit from participating in the District's performing arts program and other VAPA programs. CUSD's unduplicated student groups are chronically absent and it is our belief that VAPA and performing arts participation will help improve school attendance.</p> | | |
| <p>Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF, State and Federal Grants, and Local \$31,727,177</p> <p>2000-2999: Classified Personnel Salaries LCFF, State and Federal Grants, and Local \$20,098,056</p> <p>3000-3999: Employee Benefits LCFF, State and Federal Grants, and Local \$23,840,756</p> <p>4000-4999: Books And Supplies LCFF, State and Federal Grants, and Local \$1,405,853</p> <p>5000-5999: Services And Other Operating Expenditures LCFF, State and Federal Grants, and Local \$3,652,025</p> <p>6000-6999: Capital Outlay LCFF, State and Federal Grants, and Local \$250,000</p> | <p>1000-1999: Certificated Personnel Salaries LCFF, State and Federal Grants, and Local \$30,890,510</p> <p>2000-2999: Classified Personnel Salaries LCFF, State and Federal Grants, and Local \$21,060,395</p> <p>3000-3999: Employee Benefits LCFF, State and Federal Grants, and Local \$24,954,626</p> <p>4000-4999: Books And Supplies State \$958,284</p> <p>5000-5999: Services And Other Operating Expenditures LCFF, State and Federal Grants, and Local \$3,823,408</p> <p>6000-6999: Capital Outlay LCFF, State and Federal Grants, and Local \$264,889</p> <p>7000-7439: Other Outgo LCFF, State and Federal Grants, and Local \$539,684</p> |

| <p align="center">Planned Actions/Services</p> | <p align="center">Budgeted Expenditures</p> | <p align="center">Actual Expenditures</p> |
|--|--|---|
| <p>The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high -need students. This action will help close the achievement gap for these students.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$643,500</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$250,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$718,705</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$108,456</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$672,777</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$355,755</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$486,447</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$16,187</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$76,861</p> |
| <p>Provide extensive career technical education courses at all high schools, Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. CUSD's unduplicated student groups are not achieving at grade level standards in academics and in preparation for college/career. We believe that this action will positively impact the graduation rate outcome for these students.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Base \$1,683,978</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$199,418</p> <p>3000-3999: Employee Benefits LCFF Base \$799,879</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,620</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,880,600</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$51,344</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$775,342</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Base \$2,470,492</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$194,385</p> <p>3000-3999: Employee Benefits LCFF Base \$1,659,218</p> <p>4000-4999: Books And Supplies LCFF Base \$1,346</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$5,169</p> <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,809,299</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$51,344</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|--|---|
| | <p>4000-4999: Books And Supplies LCFF Supplemental \$108,206</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$49,025</p> <p>1000-1999: Certificated Personnel Salaries State Grants and Apportionments \$356,320</p> <p>2000-2999: Classified Personnel Salaries State \$20,856</p> <p>3000-3999: Employee Benefits State \$368,963</p> <p>4000-4999: Books And Supplies State \$1,562,620</p> <p>5000-5999: Services And Other Operating Expenditures State \$81,378</p> <p>6000-6999: Capital Outlay State \$16,609</p> <p>7000-7439: Other Outgo State \$106,377</p> <p>1000-1999: Certificated Personnel Salaries Federal \$43,786</p> <p>3000-3999: Employee Benefits Federal \$11,415</p> <p>4000-4999: Books And Supplies Federal \$86,711</p> | <p>3000-3999: Employee Benefits LCFF Supplemental \$775,342</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$108,206</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$49,025</p> <p>1000-1999: Certificated Personnel Salaries State \$267,539</p> <p>2000-2999: Classified Personnel Salaries State \$19,279</p> <p>3000-3999: Employee Benefits State \$102,119</p> <p>4000-4999: Books And Supplies State \$653,219</p> <p>5000-5999: Services And Other Operating Expenditures State \$83,918</p> <p>6000-6999: Capital Outlay State \$302,263</p> <p>7000-7439: Other Outgo State \$60,232</p> <p>1000-1999: Certificated Personnel Salaries Federal \$40,035</p> <p>3000-3999: Employee Benefits Federal \$7,458</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| | 5000-5999: Services And Other Operating Expenditures Federal \$82,980 6000-6999: Capital Outlay Federal \$11,177 4000-4999: Books And Supplies Local \$6,004 | 4000-4999: Books And Supplies Federal \$51,204 5000-5999: Services And Other Operating Expenditures Federal \$122,205 4000-4999: Books And Supplies Local \$0 |
| <p>Increase connection points to school to enhance student engagement and interest and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor or attend outreach opportunities related to college and career, the District will reduce/eliminate student attendance charges at some VAPA and athletic events and provide funding for outreach opportunities related to transitions to high school, college and career, principally directed towards LI, FY, EL students. Unduplicated student data shows that FY, LI, EL, and Homeless students are often not fully engaged in school thus providing these opportunities will encourage greater participation. CUSD's unduplicated student groups are not achieving at grade level standards in academics and in preparation for college/career. We believe that this action will positively impact those outcomes for these students and improve attendance and graduation rates for FY, LI, and EL students.</p> | 4000-4999: Books And Supplies LCFF Supplemental \$234,412 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$50,588 | 4000-4999: Books And Supplies LCFF Supplemental \$108,263 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$49,885 |
| <p>Provide at--risk students, including LI, FY and EL support in grades 5--12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. CUSD's unduplicated student groups are not achieving at grade level standards in academics and in preparation for college/career. We believe that this action will positively impact those outcomes for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$0 2000-2999: Classified Personnel Salaries LCFF Supplemental \$1,502,201 3000-3999: Employee Benefits LCFF Supplemental \$602,631 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$15,000 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$0 2000-2999: Classified Personnel Salaries LCFF Supplemental \$1,149,375 3000-3999: Employee Benefits LCFF Supplemental \$800,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students. At-risk students often struggle in the transition from elementary, intermediate and high school resulting in chronic absenteeism. To increase the success of these students, avoid dropouts or chronic absenteeism, and increase graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,090,524</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$398,124</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$597,767</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$38,008</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$260,411</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$4,320</p> |
| <p>Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower counselor ratios. The district will continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY, LI, EL and Homeless students. CUSD's unduplicated student groups are not achieving at grade level standards in academics and in preparation for college/career.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$438,213</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$168,142</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,195,061</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$478,700</p> |
| <p>Licensing to provide online college and career planning, and test preparation resources to all counselors and grade 5--12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and LI students (who might not otherwise have access to these resources) and are at greater risk of not being college/career ready. Unduplicated student data shows that LI, FY, and EL students are least likely to access college and career planning and are at greater risk of not being prepared on the College and Career Indicator. We believe that this action will positively impact this outcome for these students.</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$50,000</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$32,244</p> |
| <p>Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$18,194</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$3,560</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | 2000-2999: Classified Personnel Salaries LCFF Supplemental \$60,828 3000-3999: Employee Benefits LCFF Supplemental \$33,384 4000-4999: Books And Supplies LCFF Supplemental \$10,690 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$1,904 | 2000-2999: Classified Personnel Salaries LCFF Supplemental \$45,785 3000-3999: Employee Benefits LCFF Supplemental \$25,228 4000-4999: Books And Supplies LCFF Supplemental \$818 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$167 |
| <p>The achievement of LI, FY, and EL students on state assessments is below all students. To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following district established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$791,458 2000-2999: Classified Personnel Salaries LCFF Supplemental \$609,413 3000-3999: Employee Benefits LCFF Supplemental \$402,218 4000-4999: Books And Supplies LCFF Supplemental \$499,626 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$286,150 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$617,194 2000-2999: Classified Personnel Salaries LCFF Supplemental \$654,649 3000-3999: Employee Benefits LCFF Supplemental \$407,659 4000-4999: Books And Supplies LCFF Supplemental \$456,223 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$204,902 |
| <p>The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. This action will help close the achievement gap for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$114,426 2000-2999: Classified Personnel Salaries LCFF Supplemental \$57,734 3000-3999: Employee Benefits LCFF Supplemental \$31,263 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$129,206 2000-2999: Classified Personnel Salaries LCFF Supplemental \$44,214 3000-3999: Employee Benefits LCFF Supplemental \$36,954 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| | 4000-4999: Books And Supplies LCFF Supplemental \$44,641 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$320,591 | 4000-4999: Books And Supplies LCFF Supplemental \$42,512 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$336,540 |
| <p>The achievement of LI, FY, and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at-risk of not progressing toward graduation. Unduplicated student data shows that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$670,487 2000-2999: Classified Personnel Salaries LCFF Supplemental \$89,477 3000-3999: Employee Benefits LCFF Supplemental \$150,527 4000-4999: Books And Supplies LCFF Supplemental \$106,319 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$29,600 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$672,181 2000-2999: Classified Personnel Salaries LCFF Supplemental \$64,735 3000-3999: Employee Benefits LCFF Supplemental \$153,746 4000-4999: Books And Supplies LCFF Supplemental \$6,530 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$19,881 |
| <p>The achievement of LI, FY, and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push in" to combination and non-combination K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. Unduplicated student data shows that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$682,214 2000-2999: Classified Personnel Salaries LCFF Supplemental \$0 3000-3999: Employee Benefits LCFF Supplemental \$208,033 4000-4999: Books And Supplies LCFF Supplemental \$0 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$525,067 2000-2999: Classified Personnel Salaries LCFF Supplemental \$174,502 3000-3999: Employee Benefits LCFF Supplemental \$137,029 4000-4999: Books And Supplies LCFF Supplemental \$4,319 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$7,898 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>The achievement of LI, FY, Homeless and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY, Homeless and EL. Unduplicated student data shows EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,646,621</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$705,695</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,899,137</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$816,248</p> |
| <p>The achievement of LI, FY, Homeless, and EL students on state assessments is below all students. To meet this need the district will expand intervention services by providing additional stipends principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. Unduplicated student data shows that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$803,412</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$250,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$353,777</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$287,330</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$299,770</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$142,625</p> |
| <p>The achievement of LI, FY, Homeless and EL students on state assessments is below all students. The district will provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs to improve student graduation rates and chronic absenteeism data. Services will be principally directed towards EL, FY and LI students. Unduplicated student data shows that these student populations are chronically absent and it is our belief they would benefit most from this support and coordination of services.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$62,190</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$23,630</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$61,717</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$23,642</p> |
| <p>Establish dedicated English Language Development teachers to support students, parents, and staff at every secondary school to</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$933,269</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$740,348</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| improve reclassification rates, EL proficiency, graduation rates, and college and career preparation. | 3000-3999: Employee Benefits LCFF Supplemental \$405,902 | 3000-3999: Employee Benefits LCFF Supplemental \$311,816 |
| The graduation rates of LI, FY, and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students. | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$225,000 | 5700-5799: Transfers Of Direct Costs LCFF Supplemental \$155,000 |
| Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical Educational courses, additional bus routes at Title One sites, and additional transportation as needed for targeted students to attend events, meetings, interventions, etc. | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$75,000 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$40,991 |
| The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending Alternative Education sites. This action will increase the graduation rate for these students. | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$60,000 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$50,000 |
| Continue opportunity support class at each of the comprehensive intermediate schools to reduce the number of at -risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post- secondary success, lower suspension rates and improve graduation rates. | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$389,490 3000-3999: Employee Benefits LCFF Supplemental \$165,719 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$373,735 3000-3999: Employee Benefits LCFF Supplemental \$157,666 |
| The achievement of LI, FY, Homeless, and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K--12 sites. The district coordinator provides ongoing teacher training to facilitate site based CSI student groups. Services will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of not achieving grade | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$139,062 2000-2999: Classified Personnel Salaries LCFF Supplemental \$24,400 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$131,921 2000-2999: Classified Personnel Salaries LCFF Supplemental \$20,842 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students and increase the graduation rate.</p> | <p>3000-3999: Employee Benefits LCFF Supplemental \$45,143 4000-4999: Books And Supplies LCFF Supplemental \$7,548</p> | <p>3000-3999: Employee Benefits LCFF Supplemental \$46,101 4000-4999: Books And Supplies LCFF Supplemental \$8,750 5700-5799: Transfers Of Direct Costs LCFF Supplemental - \$10,826</p> |
| <p>Provide EL students a summer school focused on necessary academic support and accelerated language development.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$20,580 3000-3999: Employee Benefits LCFF Supplemental \$4,529 4000-4999: Books And Supplies LCFF Supplemental \$6,500 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$8,391</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$375 2000-2999: Classified Personnel Salaries LCFF Supplemental \$0 3000-3999: Employee Benefits LCFF Supplemental \$126 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0</p> |
| <p>Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$431,648 3000-3999: Employee Benefits LCFF Supplemental \$179,689</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$427,363 3000-3999: Employee Benefits LCFF Supplemental \$172,873</p> |
| <p>Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Personal will be added to Student Services and Attendance to better support the needs of our foster youth and homeless students. Services will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students and increase the graduation rate.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$152,672 3000-3999: Employee Benefits LCFF Supplemental \$58,388 4000-4999: Books And Supplies LCFF Supplemental \$6,746 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$1,678</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$152,672 3000-3999: Employee Benefits LCFF Supplemental \$57,097 4000-4999: Books And Supplies LCFF Supplemental \$6,693 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$1,912</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>FY, LI Homeless, and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students by improving graduation rates and college preparedness.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$725,528</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$297,232</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$328,645</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$130,101</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$360</p> |
| <p>Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. Unduplicated student that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post -secondary success, improve graduation rates and college preparedness.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$202,767</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$135,178</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$227,660</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$95,728</p> |
| <p>LI, FY, and EL students are often not fully engaged in the school so CUSD will continue the partnership with Comprehensive Youth Services of Fresno to support 9--12 student's physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$450,000</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$448,886</p> |
| <p>The achievement of LI, FY and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi-tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students and increase proficiency levels on state assessments.</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$142,930</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$74,652</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$71,384</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$30,366</p> <p>0</p> |
| <p>The suspension rate of LI, FY, Homeless and EL students is higher than all students. To meet this need the district will continue to fund qualified person(s) to facilitate the implementation of Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$48,290</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$49,402</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>education K--12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. Unduplicated student data shows that these student populations benefit most from this support and coordination of services.</p> | <p>3000-3999: Employee Benefits LCFF Supplemental \$20,696</p> | <p>3000-3999: Employee Benefits LCFF Supplemental \$20,934</p> |
| <p>The achievement of LI, FY, and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to inform and guide their instruction. This action will help close the achievement gap for these students on the academic indicators.</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$259,584</p> | <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$261,924</p> |
| <p>The achievement of LI, FY, and EL students on state assessments is below all students. To meet this need the district will provide administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to maximize student achievement. Unduplicated student data shows that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students on the academic indicators.</p> | <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$110,002 3000-3999: Employee Benefits LCFF Supplemental \$70,981 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$63,575</p> | <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$112,591 3000-3999: Employee Benefits LCFF Supplemental \$53,492 4000-4999: Books And Supplies LCFF Supplemental \$45,254 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0</p> |
| <p>Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. Unduplicated student data shows that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$159,569 2000-2999: Classified Personnel Salaries LCFF Supplemental \$186,200</p> | <p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$138,324 2000-2999: Classified Personnel Salaries LCFF Supplemental \$157,748</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|---|
| outcomes for these students by improving student performance on the state assessment and improve graduation rates. | 3000-3999: Employee Benefits LCFF Supplemental \$218,579 | 3000-3999: Employee Benefits LCFF Supplemental \$182,733 4000-4999: Books And Supplies LCFF, State and Federal Grants, and Local \$7,898 |
| Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. Unduplicated student data shows that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students by improving student performance on the state assessments and increase graduation rates. | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$701,148 3000-3999: Employee Benefits LCFF Supplemental \$300,492 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$723,182 3000-3999: Employee Benefits LCFF Supplemental \$283,099 |
| Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. Unduplicated student data shows that FY, EL and LI students are at greater risk of not achieving grade level standard, absent from school, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students by improving chronic absenteeism data. | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$113,823 3000-3999: Employee Benefits LCFF Supplemental \$48,781 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$112,291 3000-3999: Employee Benefits LCFF Supplemental \$42,408 |

Goal Analysis

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

All programs were implemented during the 2019-20 fiscal year. Several were impacted by the transition to online learning in March, 2020 thus the actuals came in lower than the budget. The District reserves all unused LCFF Supplemental funds for future needs. The carryover funds can only be used on services that benefit our unduplicated student population.
 Action/Service #7: Decreased by \$126,852. The decrease is directly related to the transition to online learning. The available funds were reserved for re-engaging students upon their return to in-person instruction.
 Action/Service #9: Decreased by \$588,142. Four positions were moved to Action/Service #10 to better align positions duties with the action/service.

Action/Service #10: Increased by \$1,067,406. The increase can be attributed to the movement of four positions from Action/Service #9 and four positions from Action/Service #29.

Action/Service #11: Decreased by \$17,756. The decrease is attributed to the renegotiation of the contract. The amount for this action/service on future LCAPs will be adjusted accordingly. Budget will be transferred to Goal #2, Action/Service #5.

Action/Service #12: Decreased by \$49,442. This is directly related to a decreased number of migrant students in the District.

Action/Service #17: Increased by \$363,069: Three teaching positions were moved from Action/Service #20 to this action/service.

Action/Service #18: Decreased by \$677,464. This is due to the transition to online learning. Funds were carried forward and utilized in the 2020-21 fiscal year as students began to return to in-person learning.

Action/Service #20: Decreased by \$287,007. Three teachers were moved to Action/Service #17 to better align positions duties with the action/service.

Action/Service #21: Decreased by \$70,000. Due to the transition to online learning, the Edgenuity software was partially funded with COVID relief funds.

Action/Service #22: Decreased by \$34,009. This is directly related to the transition to online learning and decreased need for student transportation.

Action/Service #26: Decreased by \$39,499. This decrease is directly related the transition to online learning during the pandemic and the fact that summer school was not held the summer following the 2019-20 fiscal year.

Action/Service #29: Decreased by \$563,654. Four positions were moved to Action/Service #10 to better align positions duties with the action/service.

Action/Service #32: Decreased by \$115,832. A second position was planned, but did not come to fruition. The action/service budget will be adjusted accordingly on future LCAPs.

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

CUSD entered into distance learning in March 2020 with the spread of the novel Coronavirus. Students worked from home in conjunction with asynchronous work provided by their classroom teachers and school. CUSD faced the challenge of delivering state standards and ensuring that the students were achieving to the best of their ability. Not all students had access to technology during this time period which posed a challenge to the new distance learning model. Much of the instruction had to occur asynchronously because of a lack of access. The district purchased a Zoom license for teachers and students, but lack of internet connectivity created an inequitable situation. Many students completed packets of work independently. The district held townhall meetings and conducted multiple surveys to share information and to gather feedback from stakeholders. One of the main points of feedback was that students needed access to technology. Parents were also surveyed about their desire to have their children return to school in person. Approximately 45% of the parents stated that they preferred some sort of distance learning for their child. The district spent the summer of 2020 preparing for distance learning to take place in the beginning of the 2020-2021 school year. Eventually, the district was successful in providing technology to all the students who required it. Surveys given to families found that 19,047 students required loaner laptops and 10,991 students required hotspots. CUSD successfully distributed this technology to the hands of students prior to the start of the school year.

Another challenge faced by the schools and school district was providing additional services when school was not in person. Many of our actions and services require direct access to students. Programs had to change their modality, delivering their services via online methodologies. These programs had little time to make the switch as there was little warning of cancelling in-person instruction.

CUSD experienced success with the actions and services associated with Goal 1, maximizing achievement for ALL students. It always was the priority to provide students with engaging instruction, aligned to the content standards even during difficult times caused by the pandemic. Some actions highlighted below demonstrate the success of achieving Goal 1, even under tough circumstances.

- Our goal to provide instructional and operational technology for students was evidenced in the deployment of equipment and personnel to provide students with access they needed to ensure success in an online modality.
- Class sizes were kept to a minimum in grades K-3, allowing teachers to focus on individual needs and to better target instruction.
- Options for high schoolers were offered, including Career Technical Education courses and CART. We've seen a growing rate of graduates among our students overall and among our unduplicated student population. We believe that providing high schoolers career-and college-focused opportunities increases engagement and supports higher graduation rates.
- Even during the pandemic and unique structures for learning, our high school programs provided articulated plans for student engagement. Another challenge schools had to face was that they had to adjust their Spring engagement plans because previously approved plans involve students being present. The engagement plans targeted our unduplicated student populations, encouraging connection points to school and relevant activities for the student population.
- Our Transition Teams were very active during the school year. Learning Directors, Counselors, and Liaisons worked directly with our unduplicated student populations. They ensured that they had the tools necessary to be successful in distance learning and that the students stayed connected to their classroom teachers throughout the year. These personnel, designated to work with students from elementary through high school, supported a decrease in middle school and high school dropouts and increased graduation rates among our students.
- Knowing that students need to be supported in preparation for college and careers, our counselors used a system for supporting college and career planning and test preparation. Even with the difficulties caused by distance in remote learning this advisement still happened and the students were kept on track for success after their CUSD experience.
- Schools received LCAP supplemental funding to support the success of unduplicated student populations. Although schools had to be creative with the challenges faced by the pandemic, schools provided additional supplemental instructional supplies to their students, funded additional instructional and bilingual instructional aides, provided push-in teachers, and offered additional intervention time. Learning loss is real due to distance learning and the schools used additional resources to target this loss, with supporting increased access to content standards and increased achievement.

- To combat the challenge of learning loss, schools offered additional intervention support in the Spring of 2020. This took place in a virtual setting after in-person instruction was cancelled. Students were supported during class and outside of class time by certificated personnel.
- Trauma associated with a pandemic is real and students struggle with the emotional disconnection caused by online learning. CUSD recognized this and supported the school with a Healthy Start Coordinator, mental health specialists, counselors, and psychologists. CUSD employed a tiered approach when developing and identifying effective social/emotional/behavioral supports for students. CUSD was committed to meeting the social-emotional-behavioral needs of our students, whether it was in a traditional or a distance learning format. Our district offered numerous resources for teachers, including Second Step, The Positivity Project, Character Strong, and PBIS. Each of these programs were offered through both an individual classroom and through a school-wide perspective.
- To support our students at the Alternative Sites, comprehensive mentoring support was offered to our students. We have seen an increase in graduation rates and believe our students finish school due to the relationships formed through the mentoring process.
- To combat learning loss associated with the pandemic, our district recognizes that extending learning past the school year is beneficial. Clovis Unified provided Summer School through distance learning in the Summer of 2020.
- We value the work of academic counselors for keeping students on track for graduation, for ensuring enrollment in a broad course of study, and to ensure that students have what they need to be successful when engaged in rigorous academic studies. We were able to reduce caseloads of counselors through an action/service in Goal 1, allowing us to target our neediest students and supporting an increase in graduation rates at our high schools.
- Data informs what we do. It allows us to track progress and ensure that all students are achieving. Data tracking was even more valuable with the challenges of distance learning. Knowing where our students are helps us to target instruction and get students to where they need to be. Data analysis allows us to measure learning loss and support increased learning that is just right for the student. Schools used formative assessments during the school year and the Illuminate system helped them assess the students and track their progress during the year. Illuminate was made available to students at home and complemented the resources the teachers were providing them to ensure success for ALL students.

Goal 2

Operate with Increasing Efficiency and Effectiveness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Suspension Rate</p> <p>19-20 3%</p> <p>Baseline 3.6%</p> | <p>Suspension rate was 2.7%</p> |
| <p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 6%</p> <p>Baseline 7%</p> | <p>Chronic absenteeism rate was 8%</p> |
| <p>Metric/Indicator Attendance Rate</p> <p>19-20 97%</p> | <p>Attendance rate was 95%</p> |

| Expected | Actual |
|--|--|
| Baseline 96.4% | |
| Metric/Indicator Expulsion Rate 19-20 0.05% Baseline 0.10% | Expulsion rate was .04% |
| Metric/Indicator Parent Involvement at the School Site (Attended a school meeting) 19-20 91.5% Baseline 90.2% | 70% attended a school meeting. |
| Metric/Indicator Parent Overall Safety Satisfaction 19-20 92% Baseline 90.6% | 81% was the rate of parent overall safety satisfaction. |
| Metric/Indicator Staff Overall Safety Satisfaction 19-20 94% Baseline 98.7% | 87.4% of staff felt satisfied with overall safety from somewhat to a great deal. |
| Metric/Indicator | 84% of the students were satisfied with safety. |

| Expected | Actual |
|---|--|
| <p>Student Overall Safety Satisfaction</p> <p>19-20 97%</p> <p>Baseline 87%</p> | |
| <p>Metric/Indicator Access to broad course of study as measured by review of teacher and/or master schedule</p> <p>19-20 100%</p> <p>Baseline 100%</p> | <p>100% of the students had access to a broad course of study.</p> |
| <p>Metric/Indicator Student Overall connectedness to school</p> <p>19-20 44%</p> <p>Baseline N/A</p> | <p>66% of the students felt connected to the school.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.</p> | <p>2000-2999: Classified Personnel Salaries LCFF Base \$14,132,674</p> <p>3000-3999: Employee Benefits LCFF Base \$8,633,264</p> <p>4000-4999: Books And Supplies LCFF Base \$1,547,912</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$909,923</p> | <p>2000-2999: Classified Personnel Salaries LCFF Base \$14,190,341</p> <p>3000-3999: Employee Benefits LCFF Base \$8,780,874</p> <p>4000-4999: Books And Supplies LCFF Base \$1,449,556</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$887,210</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| Maintenance and repair of school facilities to ensure quality learning environments for students. | 2000-2999: Classified Personnel Salaries LCFF Base \$4,456,509 3000-3999: Employee Benefits LCFF Base \$2,549,843 4000-4999: Books And Supplies LCFF Base \$2,002,500 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,742,016 6000-6999: Capital Outlay LCFF Base \$50,000 7000-7439: Other Outgo LCFF Base \$2,800,000 | 2000-2999: Classified Personnel Salaries LCFF Base \$4,699,649 3000-3999: Employee Benefits LCFF Base \$2,479,584 4000-4999: Books And Supplies LCFF Base \$2,185,164 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,355,316 6000-6999: Capital Outlay LCFF Base \$3,169,693 7000-7439: Other Outgo LCFF Base \$5,375,000 |
| Suspension rates and chronic absenteeism of LI, FY, and EL students is higher than all students. Ongoing and continued input from parents determined the need to focus on school safety and increasing security. Based on this feedback the district will continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. Unduplicated student data shows that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, improving suspension rates enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations. | 2000-2999: Classified Personnel Salaries LCFF Supplemental \$903,625 3000-3999: Employee Benefits LCFF Supplemental \$562,780 4000-4999: Books And Supplies LCFF Supplemental \$14,910 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$51,820 | 2000-2999: Classified Personnel Salaries LCFF Supplemental \$894,577 3000-3999: Employee Benefits LCFF Supplemental \$536,147 4000-4999: Books And Supplies LCFF Supplemental \$12,670 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$49,342 |
| To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies. | 4200 Textbooks LCFF Base \$2,927,000 4200 Textbooks Prop 20 Lottery \$1,597,045 | 4200 Textbooks LCFF Base \$1,752,229 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,003,505 |
| Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. Unduplicated student data shows that FY, LI, EL, and Homeless | 4200 Textbooks LCFF Supplemental \$523,680 | 4200 Textbooks LCFF Supplemental \$401,910 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students by improving proficiency on state assessments and college preparedness. | | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$412,122 |
| Parents, LI, FY and EL students are often not fully engaged in the educational process based on stakeholder feedback from LCAP Parent Advisory meetings so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY. | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$25,000 | 2000-2999: Classified Personnel Salaries LCFF Supplemental \$7,572 3000-3999: Employee Benefits LCFF Supplemental \$728 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0 |
| Parents stated at LCAP Parent Advisory meetings that LI, FY and EL students are often not fully engaged in the educational process because parents don't always know how to best support their child with learning at home, so CUSD will fund Parent Resource Center/Community Resource Centers in each Area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated K--12 with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these students' parent involvement and improve student academic achievement. | 4000-4999: Books And Supplies LCFF Supplemental \$180,000 | 2000-2999: Classified Personnel Salaries LCFF Supplemental \$3,807 3000-3999: Employee Benefits LCFF Supplemental \$672 4000-4999: Books And Supplies LCFF Supplemental \$105,262 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$28,242 |

Goal Analysis

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

All programs were implemented during the 2019-20 fiscal year. Several were impacted by the transition to online learning in March, 2020 thus the actuals came in lower than the budget. The District reserves all unused LCFF Supplemental funds for future needs. The carryover funds can only be used on services that benefit our unduplicated student population. Action/Service #6. Decreased by \$16,700. Online software tools have enabled the District to be more efficient when translating documents. If this trend continues, the action/service will be adjusted accordingly and funds will be moved to another contributing action/service.

Action/Service #7: Decreased by \$42,017. Decrease is related to transition to online learning. The funds were reserved for future needs for this specific action/service.

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

Clovis Unified strives daily to achieve Goal 2 of the LCAP, operating with increasing efficiency and effectiveness. This became increasingly challenging with the pandemic and required that the district and the employees work creatively to ensure the most appropriate environment for student learning. Our custodial, grounds, and maintenance departments were fully funded during the school year and ensured that our facilities were operational, conducive to learning, and safe for our returning students. We received no repair complaints on our annual Williams Act submission. Our site facilities were rated in “good repair” according to the Facilities Inspection Tool (FIT).

Schools worked to prioritize safety. In the 2019-2020 survey, respondents rated overall safety with the following rates: parents (92%), staff (94%), and student (97%). In addition to normal practices for keeping students emotionally and physically safe, the district had the added challenge of supporting practices for keeping students healthy during the pandemic. Temperature checks were instituted. Cleaning procedures were advanced and increased in frequency. Plans were made to improve the air duct systems in our schools to reduce the chances of aerosolization of the virus in classrooms. Clovis Unified reviewed its practices to ensure that they were not just meeting the minimums of practice but were maximizing its resources to provide an environment that was conducive to learning and most appropriate for students returning to in-person instruction.

There were specific actions/services that were implemented in last year’s LCAP that demonstrated success, even among the challenges we faced due to the novel Coronavirus.

- School Resource Officers were funded in Goal 2 in our prior LCAP. School Resource Officers provided support with school safety and a positive school experience. They were an integral component in our reengagement plans for students not engaged in the learning process during distance learning. Attendance officers made home visits and built plans for student success while working in the online modality.
- CUSD continued with its plan for providing students with standards-aligned textbooks and materials. One of the challenges we faced when moving to distance learning modalities was ensuring that all students had the materials necessary to support learning at home. Schools worked quickly to prepare for distribution in a socially distanced format. In October 2019, the CUSD Governing Board certified that all students had textbooks for the required core courses. It was challenging to distribute tens of thousands of textbooks at the beginning of the year but CUSD provided the necessary resources to make it happen. The district also moved forward with its adoption timeline and approved the pilot of textbooks at the elementary, intermediate, and high school levels.

- We started to be concerned about learning loss immediately when schools moved to distance learning in March 2020. Knowing that students benefit from targeted instruction and knowing that our unduplicated student population is most at risk in this area, CUSD expended its supplemental textbook dollars on the iReady system. iReady, a diagnostic and formative tool, with a targeted instructional component, provides students with “just right” curriculum delivery in an online environment. iReady was fully supported at home during online instruction and was computer-adaptive. CUSD has used iReady for the last three years in mathematics. We plan to use iReady math and reading during the school year and during extended learning opportunities like summer school. One of the challenges faced was ensuring that all students had access to technology to benefit from programs like iReady. At first, the district did not have enough technology to distribute and had no Wi-Fi hotspots for distribution. The district had to quickly purchase more laptops and Chromebooks and contract with a cellular provider for hotspots. It took the district into Summer of 2020 to secure enough technology for all students to have access.
- Parent engagement was so important for our schools and for our district. We used multiple surveys in Spring of 2020 to engage our parents and gain their perspective on what would be the best steps to take for their child. The feedback we gained was invaluable. Surveys were always translated in our most prominent languages to ensure access. Knowing that the return to school was an important topic, the district conducted town halls for parents and the community. Interpreters were provided for these meetings and the Return to School Plan was made available in English, Spanish, Hmong, and Punjabi. CUSD conducted its regular meetings this year even though they had to be handled through Zoom to accommodate social distancing guidelines after March 2020. The district held District SART meetings, IDAC, DELAC, and DAC meetings, all with translation services. The LCAP parent meeting held in January and provided language services in English, Spanish, and Hmong. One of the challenges we faced was the cancellation of our April LCAP parent meeting. We normally receive quality feedback at this meeting and it informs our next steps. Fortunately, the LCAP was suspended and the Learning Continuity Plan was implemented for the coming year. We held other townhalls and surveyed parents in the Spring of 2020 to gather necessary feedback to inform our next steps. With all the challenges in engaging parents this year, Clovis Unified worked to overcommunicate and provided LCAP funds to give parents speaking other languages equal access to the content and opportunities to provide feedback.
- An action/service under Goal 2 was a shining light in all of the adversity we faced this year due to the pandemic. Each of the areas provided a Parent Resource Center/ Community Resource Center to support students and families. During this year of unique circumstances, it became necessary to increase engagement strategies for parents. The Resource Centers provided workshops, trainings, connection points to schools, and “how to” resources so that parents can best support their children. Parent support took on a whole new meaning during distance learning and any way we could support our parents proved to be fruitful.

Goal 3

Hire, Develop, Sustain, and Value a High- Quality, Diverse Workforce

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Properly credentialed teachers with no misassignments nor vacancies as measured by credentials</p> <p>19-20 100%</p> <p>Baseline 100%</p> | <p>100% of teachers were properly credentialed with no misassignments nor vacancies.</p> |
| <p>Metric/Indicator Provide professional development</p> <p>19-20 100% of certificated teachers attended professional development</p> <p>Baseline 100% of certificated teachers attended professional development</p> | <p>100% of teachers participated in professional development.</p> |
| <p>Metric/Indicator Implement CA Content Standards via Walk Through and Formal Teacher Observations</p> <p>19-20 100%</p> <p>Baseline 100%</p> | <p>100% of teachers implemented the CA content standards.</p> |

| Expected | Actual |
|--|---|
| Metric/Indicator Teacher Vacancy 19-20 0% Baseline 0% | There were 0% teacher vacancies. |
| Metric/Indicator Sufficient core instructional materials as measured by SARC review 19-20 100% Baseline 100% | The achievement for this target was 100%. |
| Metric/Indicator Facilities Maintained as Measured by annual FITs 19-20 100% Baseline 100% | 100% of the facilities were maintained. |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| 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. | 1000-1999: Certificated Personnel Salaries Federal \$3,886,965 2000-2999: Classified Personnel Salaries Federal \$1,680,361 3000-3999: Employee Benefits Federal \$1,980,767 | 1000-1999: Certificated Personnel Salaries Federal \$4,465,511 2000-2999: Classified Personnel Salaries Federal \$1,700,647 3000-3999: Employee Benefits Federal \$2,122,566 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|---|--|
| | <p>4000-4999: Books And Supplies Federal \$641,922</p> <p>5000-5999: Services And Other Operating Expenditures Federal \$364,444</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$134,315,695</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$11,755,050</p> <p>3000-3999: Employee Benefits LCFF Base \$38,441,445</p> <p>4000-4999: Books And Supplies LCFF Base \$8,946,638</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$17,342,476</p> <p>1000-1999: Certificated Personnel Salaries Local \$277,440</p> <p>2000-2999: Classified Personnel Salaries Local \$3,286,818</p> <p>3000-3999: Employee Benefits Local \$1,570,354</p> <p>4000-4999: Books And Supplies Local \$832,958</p> <p>5000-5999: Services And Other Operating Expenditures Local \$1,107,385</p> <p>1000-1999: Certificated Personnel Salaries State Grants and Apportionments \$9,309,625</p> | <p>4000-4999: Books And Supplies Federal \$832,011</p> <p>5000-5999: Services And Other Operating Expenditures Federal \$795,808</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base \$136,392,424</p> <p>2000-2999: Classified Personnel Salaries LCFF Base \$14,041,166</p> <p>3000-3999: Employee Benefits LCFF Base \$58,748,401</p> <p>4000-4999: Books And Supplies LCFF Base \$3,678,645</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$17,503,496</p> <p>1000-1999: Certificated Personnel Salaries Local \$72,166</p> <p>2000-2999: Classified Personnel Salaries Local \$2,948,041</p> <p>3000-3999: Employee Benefits Local \$1,297,568</p> <p>4000-4999: Books And Supplies Local \$1,646,060</p> <p>5000-5999: Services And Other Operating Expenditures Local \$1,820,911</p> <p>1000-1999: Certificated Personnel Salaries State Grants and Apportionments \$9,720,198</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | 2000-2999: Classified Personnel Salaries State Grants and Apportionments \$17,942,421 3000-3999: Employee Benefits State Grants and Apportionments \$45,863,659 4000-4999: Books And Supplies State Grants and Apportionments \$5,483,863 5000-5999: Services And Other Operating Expenditures State Grants and Apportionments \$2,788,918 | 2000-2999: Classified Personnel Salaries State Grants and Apportionments \$16,203,360 3000-3999: Employee Benefits State Grants and Apportionments \$33,877,385 4000-4999: Books And Supplies State Grants and Apportionments \$2,777,705 5000-5999: Services And Other Operating Expenditures State Grants and Apportionments \$2,799,985 |
| <p>The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource Center/Community Resource Center, and EL programs. This action will help close the achievement gap in ELA and Math for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$542,113 2000-2999: Classified Personnel Salaries LCFF Supplemental \$201,083 3000-3999: Employee Benefits LCFF Supplemental \$346,712 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$524,068 2000-2999: Classified Personnel Salaries LCFF Supplemental \$207,258 3000-3999: Employee Benefits LCFF Supplemental \$315,688 |
| <p>The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards and AVID strategies, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap in ELA and Math for these students.</p> | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$423,431 2000-2999: Classified Personnel Salaries LCFF Supplemental \$60,607 3000-3999: Employee Benefits LCFF Supplemental \$142,866 4000-4999: Books And Supplies LCFF Supplemental \$44,325 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$337,600 2000-2999: Classified Personnel Salaries LCFF Supplemental \$63,164 3000-3999: Employee Benefits LCFF Supplemental \$134,567 4000-4999: Books And Supplies LCFF Supplemental \$833 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|-----------------------------|--|--|
| | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$159,362 1000-1999: Certificated Personnel Salaries LCFF Base \$100,000 3000-3999: Employee Benefits LCFF Base \$22,090 4000-4999: Books And Supplies LCFF Base \$5,000 5000-5999: Services And Other Operating Expenditures LCFF Base \$267,862 | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$49,166 1000-1999: Certificated Personnel Salaries LCFF Base \$0 3000-3999: Employee Benefits LCFF Base \$495 4000-4999: Books And Supplies LCFF Base \$1,285 5000-5999: Services And Other Operating Expenditures LCFF Base \$283,654 |

Goal Analysis

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

All programs were implemented during the 2019-20 fiscal year. Several were impacted by the transition to online learning in March, 2020 thus the actuals came in lower than the budget. The District reserves all unused LCFF Supplemental funds for future needs. The carryover funds can only be used on services that benefit our unduplicated student population. Action/Service #3: Decreased by \$245,261. As a result of the pandemic all professional development was put on hold. The available funds were reserved for needs related to this specific action/service in subsequent years.

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

During the pandemic, CUSD maintained its focus to hire, develop, sustain, and value a high quality, diverse workforce. Our Human Resources Department worked closely with the sites to ensure that there were no vacancies of teachers and no misassignments. Our Human Resources Department faced the challenge of hiring new employees with restrictions in place. They had to ensure that we had staffing for the 2020-2021 school year and most of this hiring takes place in the Spring of the prior year. 100% of our students had access to a broad course of study.

Just because we had to socially distance doesn't mean we eliminated teacher professional development. Most professional

development moved to the online environment. The district still held leadership professional development for administrators throughout the year. The district's Curriculum and Instruction Department fielded an entire set of professional learning for school sites and teachers. School leaders developed their staffs with the content that best aligned to their specific needs.

Two actions were specifically focused on development in the current LCAP.

- Learning Directors were assigned to support the work of Transition Teams. These Learning Directors provide for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL students, foster youth, and low-income students. This action/services provides for one Learning Director and support staff for each of the areas in the district.
- To support training and professional learning in the district, Goal 3, Action 3 exists. We faced the challenge of supporting teachers during a pandemic as it was impossible to hold meetings in person. We didn't let these challenges stand in the way. The LCAP provided professional learning and we had to determine alternate arrangements for professional learning after our move to distance learning. CUSD provided professional development specific to the implementation of California's content standards and AVID strategies, training highly qualified teachers, and developing new curriculum units and assessments aligned to standards to ensure all students achieve at high levels

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Due to COVID-19, all classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided each site for use when close-proximity testing or services must be offered. All teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy. | \$2,076,617 | 2,200,000 | No |
| Due to COVID-19, on-site employees must be tested for COVID-19 upon returning to on-site learning. The district will provide the required tests for this testing to take place. | \$390,000 | 195,000 | No |

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

COVID-19 Testing \$195,000
 Projected expenditures are \$195,000 lower than budgeted. The testing available from state and local agencies at no charge decreased the amount needed for employee/student testing. Additionally, the District's employee health center, MiCare, began offering testing for employees at a reduced rate to the district.

Analysis of In-Person Instructional Offerings

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

In order to gain feedback and determine our successes and challenges during the 2020-2021 school year, Clovis Unified actively sought input from our stakeholders. Surveys were conducted throughout the year, including our annual SART, LCAP, and Climate Assessments. Data from these surveys helped us to measure progress and audit our actions/services. In addition, Clovis Unified held townhall meetings at the district and site level. Parents were provided with updates on the school year and were afforded an opportunity to provide input. We held two district wide LCAP meetings which reviewed our prior LCAP and Learning Continuity Plan. Data from these sources and feedback from parents, students, teachers, and staff helped inform the information for this section

In October of 2020, elementary students wishing to return to in-person learning were given that opportunity. Approximately 55% chose that option. They returned under a hybrid model. Secondary students returned when county restrictions were removed. When students returned, they followed safety guidelines with facial coverings and social distancing. This was made possible because a portion of students continued with the remote option of instruction. Health and safety logistics created challenges. To reduce exposure, daily temperature checks for students and staff along with daily handwashing and hand sanitizing were implemented. Deep cleaning, ventilation, and sanitizing of facilities followed California Department of Health protocols at least twice daily. Custodial staff disinfected common hard surfaces. There was extensive disinfecting of offices, classrooms, and workspaces each evening. Safety and social distancing signage along with daily health screening reminders were posted in all buildings. School sites restricted all non-essential visitors and volunteers. All playground equipment was closed and use of gyms and weight rooms were not permitted.

Another challenge was working with community groups to make accommodations, as all our facilities were closed for outside use. CUSD was able to maintain before and after school programs for students attending in-person by following the same safety procedures as a regular school day. Clovis Unified values its co-curricular activities and made modifications to how students participate in activities such as VAPA, sports, and CTE to enable students to continue these pursuits. Sports teams were always conducted with small pods of student groups maintaining social distancing of 6 feet apart. Due to aerosol studies, the Health Department has not allowed Band or Choir to meet in-person. All those activities were moved to a virtual setting. All in-person activities like assemblies, rallies, field trips, and school-wide gatherings during the school year were suspended. Many of these activities were transferred to a mobile modality to support students' feelings of being connected to school. Schools had to overcome the challenge of feeding students who were attending school in-person. Staggered lunch times were scheduled as necessary to reduce the number of students in the cafeteria at one time. Social distancing was maintained in all meal environments to the extent possible. Cafeteria cleaning procedures followed enhanced cleaning protocols.

Students who required transportation to and from school had access to CUSD transportation. The Transportation Department had to overcome issues involving student safety while riding the bus. To support safety measures, students were responsible for providing and wearing their own face coverings at all times while on the bus. Students were required to sanitize their hands upon entering the bus. Students filled the vehicle from back to front. Social distancing was utilized to the greatest extent while on the bus. Weather permitting, windows were opened on the busses to maximize airflow. Seating was limited and disinfecting and cleaning occurred after each run.

Clovis Unified paid special attention to students with special needs. Considerations were made and protocols were established to allow students requiring specialized services to return for in-person instruction as soon as possible. The following health and safety precautions were implemented at the school site: school personnel worked closely with families of students who are immunocompromised regarding specific needs when returning to school; staff were provided with face coverings which were conducive to addressing specific student needs; and staff requiring closer proximity for medical procedures were provided additional PPE. Plexiglass shields were utilized during one-on-one student assessments.

One of the challenges Clovis Unified faced was learning loss associated with the move to distance learning in the Spring of 2020 and at the beginning of the school year. A return to school allowed the students to access additional resources and support to fill learning gaps and deficiencies caused by learning loss. Another challenge faced was identifying gaps in skill level and knowledge. The district utilized a diagnostic system to assist them in targeting student needs. Students identified as needing support for learning loss were provided additional time and support for learning. Schools and classrooms continued to support our Multi-Tiered System of Support (MTSS). Students were assigned to various tiers and received additional time and support for gaps in learning. As students moved through the tiers, instruction became more focused and intense. Elementary schools used the iReady system, not only for robust assessments, but also for providing targeted instruction with each student receiving a customized learning trajectory. We found this to be successful as it provided students with “just right” instruction based on their unique needs. For in-person instruction, schools were able to offer interventions and learning help outside of the regular school day.

CUSD had a robust formative and summative assessment system in place. Students took regular, formative assessments to gauge their learning at checkpoints in time. Teachers used formative assessments to inform their instruction and to develop in-class re-teaching opportunities. These assessments for learning were effective tools to also help the students audit their own learning progress and to measure their understanding. The use of summative assessments helped determine what students “got it” when instruction ended. CUSD participated in the state CAASPP system, if utilized this year, and students were held accountable to achievement of state content standards. The state test drives students to learn the necessary content and skills to demonstrate proficiency at the end of the year. It’s a good way to measure for content understanding and to confirm that we have erased any learning loss that occurred this last year.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| A higher percentage of LI, FY, and EL students have selected to participate in distance learning using the flexible online method, using curriculum and instruction from Accelerated Education (TK-5) and EdGenuity (6-12) while the county is assigned watch list status and schools must provide distance learning opportunities. A higher percentage of our unduplicated student population have selected this method of delivery as opposed to the scheduled virtual method. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards. | \$462,000 | 450,050 | Yes |
| A higher percentage of LI, EL, FY, and students with disabilities have chosen to remain on distance learning, even when the county is allowed to return to on-site instruction. A significant number of our parents are requesting to remain on Accelerate Education and EdGenuity. This resulted in the need to hire teachers on a temporary contract. Temporary teachers also required additional professional development. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards. | \$1,470,000 | 897,016 | Yes |
| Due to distance learning, teachers may have a higher case load and may be needed for one on one instructions for struggling students. Extra period stipends were provided for teachers surrendering their time otherwise used for preparation. | \$630,000 | 560,329 | No |
| Distance learning has created challenges for staff and students. To properly engage students staff equipment needs have changed and instructional supplies were sent home to students to ensure they have the proper tools to maximize achievement. | \$2,000,000 | 2,000,000 | No |
| Due to COVID-19, students will be submitting work electronically to their teachers. To facilitate the electronic turn in of written assignments the district will purchase a site Turnitin license. This license will support anti-plagiarism, provide formative feedback to the | \$69,730 | 75,339 | No |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| students and support the teachers in providing quality feedback to their students in a timely fashion. | | | |
| Due to COVID-19, curriculum needed to be modified to fit in the distance learning format. Teachers were paid stipends to work on district curriculum and to prepare it for other teachers to use in the online environment. Teachers were trained in the use of these materials during the staff in-service week, the week before school started. | \$39,300 | 45,783 | No |
| Due to COVID-19, CUSD offered trainings to teachers in the area of distance learning and engaging students in productive learning during the Week of August 3-7. These teachers were paid stipends for their attendance. Total funds represent the total stipends offered to teachers during this week of training. | \$150,000 | 169,426 | No |
| Due to COVID-19, students have been required to participate in distance learning. In order for the secondary instrumental music teachers to effectively teach distance learning this year and to also allow the district to easily pivot between distance and in person teaching methods, it is necessary to purchase online music curriculum. The Smart Music and Sight Reading Factory curriculums will support the online teaching modality. | \$26,976 | 45,909 | No |
| Due to COVID-19, students have been required to participate in distance learning. The Continuity Plan requires students to be engaged with teachers in synchronous formats. For this purpose, the district has secured a license for Zoom, a modern video communications tool with reliable cloud platforms for video and audio conferencing, chats, and webinars. | \$56,835 | 55,361 | No |
| LI, FY, and EL students are less likely to have the equipment they need to participate in distance learning modalities. Our data show that during distance learning in the spring, our unduplicated youth have a harder time connecting virtually due to lack of a device at home. Due to COVID-19, students have been required to participate in distance learning. The district surveyed all families to determine the need for devices in the home. Parents stating that their child did not have a | \$3,000,000 | 3,265,107 | Yes |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| device were provided one through the district, ensuring that all students had a device. Additional laptops were purchased to meet the demand. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement. | | | |
| LI, FY, and EL students are less likely to have internet connectivity in their homes. Due to COVID-19, students have been required to participate in distance learning. Students require internet connectivity while participating in distance learning during the 2020-21 school year. The district has secured Wi-Fi hotspots and is funding the monthly subscription fees for students requiring this service. Parents were surveyed and needs were determined in the summer of 2020. Data show that during the spring of 2020, our unduplicated youth had a harder time connecting virtually due to lack of internet connectivity in the home. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement. | \$2,000,000 | 2,552,898 | Yes |

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

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| <p>\$897,016 in temporary teacher contracts Expenditures are estimated to be \$572,984 less than initially budgeted. Sites were able to accommodate more students than initially expected with existing staff.</p> <p>\$560,328 in stipends for training Expenditures are estimated to be \$69,673 less than initially budgeted. Projected budget included all teachers. Several teachers receiving training at the end of the last school year during their normal work hours which didn't require a stipend to be paid.</p> <p>\$169,426 in stipends for trainings in the area of distance learning Expenditures are estimated to be \$19,426 less than initially budgeted. This decrease is directly related to the lower than anticipated need for temporary teachers.</p> <p>\$45,909 Online Music Curriculum</p> |
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Expenditures are estimated to increase by \$18,933. This started out as a test within a couple of school areas. A decision was made to expand to all school areas because of the success of the pilot.

\$2,552,898 for Wi-Fi and hotspots

Expenditures are estimated to increase by \$552,898. The district purchased 4,500 hotspots for students. The budget was based on Wi-Fi services through the end of December. Due to the infection rates increasing and the inability for students to return to on-site instruction early January, additional months of service were needed. The additional service is the reason for the increase.

Analysis of the Distance Learning Program

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

In order to gain feedback and determine our successes and challenges during the 2020-2021 school year, Clovis Unified actively sought input from our stakeholders. Surveys were conducted throughout the year, including our annual SART, LCAP, and Climate Assessments. Data from these surveys helped us to measure progress and audit our actions/services. In addition, Clovis Unified held townhall meetings at the district and site level. Parents were provided with updates on the school year and were afforded an opportunity to provide input. We held two district wide LCAP meetings which reviewed our prior LCAP and Learning Continuity Plan. Data from these sources and feedback from parents, students, teachers, and staff helped inform the information for this section.

Distance learning poses its own set of challenges, but Clovis unified has experienced a lot of success. CUSD did not have warning in Spring of 2020 for distance learning, but spent the summer gathering stakeholder feedback, reviewing best practices, and implementing a program that was most effective for students in distance learning programs. Our district learned that distance learning must be “content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.” (Education Code Section 43503 (b) (2)). Students required access to the full curriculum and instructional resources that ensure continuity of instruction.

Clovis Unified worked through the challenge of having the right materials in the hands of the students. During the first week of school, students received their regularly assigned textbooks through socially distanced distribution, ensuring compliance with the Williams Act. The CUSD Governing Board held a public hearing of sufficiency of textbooks and materials in the eighth week of school. We ensured that students had internet access and a device capable of running the requisite software and paid for these items if the family needed them. Clovis Unified teachers utilized both synchronous and asynchronous methods of instruction in the distance learning modality. The classrooms utilized research-based distance learning principles in the delivery of distance learning programs for students. We found success in ensuring the following elements: a strategic combination of synchronous and asynchronous instruction; student control over how they engage with synchronous instruction; frequent, direct, and meaningful interaction; collaborative learning

opportunities; interactive materials; assessment through formative feedback, reflection, and revision; and explicit teaching of self-management strategies because families have differing needs. Clovis Unified offered two methods of distance learning: scheduled virtual or flexible online. In the scheduled virtual program instructions started on the first day of school. Parents in this method committed to face-to-face instruction when it was available to students. Students followed a full-day schedule using technology and other instructional resources. Instruction was delivered in real-time through Zoom by Clovis Unified teachers. Teachers utilized Clovis Unified's adopted curriculum, aligned to state standards. In the flexible online modality, schools started the first day of instruction and parents committed to long term remote learning. In this method, families established their own learning schedule. Curriculum was paced weekly, students were expected to log on at least once per day, and curriculum was provided by Accelerate Education (TK-5th) and EdGenuity (6th-12th). Approximately 55% of our parents chose the scheduled virtual option. 45% chose the flexible online option.

As CUSD started the school year out in a distance learning format, it was important that we considered ways to: engage and support families and staff, the utilization of common tools, and the identification of success criteria. In order to ensure parents and staff felt comfortable and prepared to engage in distance learning, it was important to solicit feedback, understanding their experience over Spring, as well as offering multiple opportunities to discuss expectations and engage with technology in a low stakes setting. It was important to engage with parents in the language which is spoken in the home. It was important that we maintained consistency across grade-levels as it supported the success of students and families as they prepared to engage in distance learning. Consistent use of platforms allowed parents with multiple children to learn and offer support in a focused area. Similarly, students with multiple teachers had space to focus on content as opposed to navigating multiple digital platforms for learning. It was also important that CUSD schools reviewed the past and current local data in order to identify metrics for success in the distance learning setting. Success criteria clearly communicated the vision of CUSD regarding student performance and allowed staff to monitor progress, to celebrate success, and identify needs early.

We heard from our families and learned from experience that students learn best in synchronized environments. For this reason, we prioritized live instruction in our distance learning format. Elementary students had 90-minute instruction blocks during the day, divided into content areas. Secondary students followed a period structure meeting with their teachers and extending block periods. In order to meet the diverse needs of our students and overcome the challenges of students with special needs, time was structured into the day to include intervention and time for important meetings like SSTs, 504s and IEPs. To overcome the challenge of delivering instruction via remote learning, the district developed several resources and ongoing support for teachers.

To accommodate the online format, adopted textbooks with online resources were purchased to better connect teachers and students to the materials that were most familiar to them. To meet the needs of students, iReady for both math and ELA was purchased for grades K- 8th grade, providing independent, goal-driven instruction for all students. Many CUSD teachers participated in professional development throughout the summer and the district offered several workshops upon their return in Fall 2020. The Curriculum and Instruction Departments offered resources, suggested ideas, and provided relevant instructional strategies on a weekly basis during distance learning to keep the staffs abreast of the most innovative strategies to utilize during these unprecedented times. Parents have always been an integral component in our school system. Even though their role took on a new dimension, it continued with its importance. We had expectations that parents be engaged in their child's learning. To help overcome this challenge, our Technology Department prepared a website that was used by parents and students to help them prepare to use technology in the home and

troubleshoot common problems. The CUSD website, complete with how-to-guides and videos, was parent friendly and accessible from home. We also felt the need to increase our level of parent communication at both the district and school level.

Clovis Unified's plans for remote learning and in-person instruction were presented in online townhalls and made available to parents in English, Hmong, Spanish, Punjabi, and Vietnamese. We continued to hold established parent meetings at the site and at the district to present information and to gather feedback from parents on the ways we can best serve our parents and our students to ensure the success of students during distance learning modalities. Another challenge we faced was working with students who were on an IEP. It was the intent of the district to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. For some students, IEP instructional minutes per day were reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this worked, students served through our special day classrooms were provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students received instruction consistent with the services on their IEP as described in a Distance Learning Plan and/or emergency conditions section of the IEP. The curricula used was consistent with the core curriculum that students received during in-class instruction or with the alternate curriculum outlined in the student's IEP. The goal was to service students with an IEP using distance methods but returning them to school as soon as allowed.

CUSD made many efforts to ensure students and families with unique needs had access to devices and connectivity. Special attention was made to students who did not have access to technology in the Spring of 2020 and these students were contacted directly by the school to secure access to connectivity and devices for the Fall of 2020. CUSD worked to ensure "access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work." (Education Code Section 43503 (b)(1)). In addition to gathering information during the annual registration process, individual schools reached out, paying attention to foster youth, unhoused students, English Learners, students with unique needs, and low socioeconomic students. Knowing that having access can be a challenge for these students, our SSSA Office conducted outreach for foster youth and unhoused students using liaisons to ensure that students had the tools and equipment to be successful with distance learning. To meet the challenge of schools with greater need, additional computers and hot spots were provided to schools with high populations of students with unique needs knowing that their needs would be greater. All materials, supplies, equipment, and connectivity were provided to these students free of charge.

While most of our families indicated that they had technology and Wi-Fi access available, a wide portion of students needed assistance with access. Our survey of families found that 19,047 students required loaner laptops and 10,991 required hotspots. The district had 32,000 computers in district inventory and 5,500 hot spots. Because one hotspot can be used by multiple students, this was enough to meet our needs.

Clovis Unified School District currently has a Student Information System (SIS). Attendance was taken every period at the secondary level and throughout the day at the elementary schools. In addition, teachers tracked and reported student engagement level in the SIS. Student attendance and engagement levels were reported regularly to site and district personnel, who supported the teacher with reengagement strategies and services. Teachers maintained daily contact with their students through live instruction and using

other methods including Google Classroom, Student Connect, phone calls, texts, and Emails. Teachers graded assignments and gave student regular feedback and work utilizing the online gradebook and Student Connect. Evaluating the time value of work completed during the distance learning portion of instruction was primarily the role of the credentialed teacher. Time value was measured via participation in online lessons and in written, electronic assignments completed by the student. Teachers utilized the units of instruction and course pacing guides to clarify and calibrate assignment completion.

Teachers were provided with support from our Technology Department and Curriculum and Instruction Department. These departments provided helpful resources in how-to-guides for the most common issues teachers faced. Due to restrictions for meeting in-person, staff development had to look different than it has in the past. All professional development was handled through online mediums, like Zoom. School sites and district personnel provided training on best practices for supporting students in an online world. Teachers participated in professional learning throughout the summer on topics relevant to teaching online. The Curriculum and Instruction Department offered weekly newsletters with online resources, professional learning, and curriculum ideas to teachers throughout the district. In August 2020, teachers new to Clovis Unified participated in “Welcome to CUSD”. These days were packed with professional learning opportunities to ensure that the teacher started their career out in CUSD with the necessary tools and resources to do their jobs efficiently and effectively. Teachers returned to their contracted duty days on August 10th. The week of August 10-14th, teachers spent time at their school sites in site-based professional development, district-sponsored professional development or planning/preparing for the year to come. Teachers were provided a wide variety of professional development opportunities to ensure that they had the means necessary to support remote learning.

To meet the challenge of the impact of COVID-19 on our community and on our schools, staff have had to change their roles and responsibilities to provide environments that were safe and that were conducive to learning and resulted in an increase in student achievement. This challenge was faced by all employees across the district including both classified and certificated employees. Clovis Unified spent the Spring and Summer of 2020 preparing teachers for teaching in this modality. Teachers and instructional support staff instructed all students at the beginning of the year through synchronous and asynchronous methods using systems like Zoom and Google Classroom. Instructional staff spent time outside of their regularly scheduled day with students to provide additional support and teaching. Teachers transitioned from using typical textbooks to using online components that weren’t relied on as heavily as in in-person instruction. CUSD sought widespread use of these online resources because all students were one-to-one with laptops and have internet connectivity. In prior years, technology has limited us as students weren’t always afforded access to computers.

Our custodial staff, CUSD health professionals, transition team members, paraprofessionals, bus drivers, and cafeteria workers all saw a change in their roles due to COVID-19.

CUSD was committed to supporting all students with unique needs. We supported our English Learner students during distance learning by supporting English Language Development (ELD) standards and supporting students in success of their content areas with language strategies and resources. In distance learning modalities, EL students still received 30 minutes of ELD at their level, be it with their regular classroom teacher, a bilingual instructional assistant, or a designated EL teacher. The district used adopted ELD materials in remote learning to further support development of English. School sites held their ELAC meetings. Sites provided updates to parents about their progress of EL programs and the successes of our EL students. The district DELAC meetings were

also held virtually and were used as a venue to share resources with parents to support the EL student and their progress. The district purchased iReady for ELA this year, in part, to support the transition to distance learning. Having the ability to track progress daily helped us support our EL students and other students with unique learning needs. The targeted instruction in English Language Arts supported the needs of our students who needed individualized instruction and who could benefit from targeted teaching and learning. To meet the challenge of struggling students, the district implemented intervention supports. Intervention time was provided for each student in need in designated intervention blocks of distance learning. Teachers and instructional support also supported our students in after school programs or tutoring. Administrators monitored progress of students designated as below grade level with unique needs. Support staff worked during online instruction, providing one-on-one small group intervention in classrooms each day. Our transition teams were assigned caseloads of students who were socioeconomically disadvantaged, EL designated, of who were in foster care. They helped our students access interventions and supported social emotional well-being. To meet the challenge of school connectedness, the transition team members connected with students through regular communication. Their assistance with helping students succeed in the online environment was immensely beneficial. The actions/services associated with transition teams were fully funded and offered to our neediest students during distance learning modalities.

To meet the challenge of students with exceptional needs, special education case managers, along with program specialists, developed distance learning plans for each special education student to address modifications and accommodations and to help students meet their IEP goals. Clovis Unified recognized that it must “do their best in adhering to IDEA requirements, including federally mandated times, to the maximum extent possible” and “are encouraged to consider ways to use distance technology to meet these obligations” (COVID-19 School Closures and Services to Students with Disabilities). Whether during distance learning or in-person instruction, all identified students had a team of educators who routinely monitored their progress in all areas, including, but not limited to, academic, behavioral, social/emotional, and health/medical. Although students with IEP’s were returned to school as soon as possible, there still was time where their instruction was given remotely. Services to address the needs of students with disabilities were driven by goals and objectives that were developed through the IEP team and measured by various standardized and informal assessments and observations. This process took on a more intensive approach during remote learning to account for the lack of face-to-face interactions the student had with the team of educators. Special Education service providers worked closely with the regular education staff to ensure that IEP’s were being followed and the students were being served equitably. IEP teams considered the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Students who were foster youth or who are unhoused, faced unique challenges in distance learning. The Assistant Director of Student Services and School Attendance (SSSA) connected with the schools to ensure these students had what they needed to be successful during remote learning, including regular access to laptops and hotspots for internet connectivity. The Assistant Director provided support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions to minimize disruptions in enrollment for foster youth and unhoused students. The staff conducted needs assessments for these students at the beginning of the school year and connected these students with school-and community-based resources. These students were connected to the area transition teams who had regular, intimate, contact with these students to ensure that they had the resources and means to support schooling in their homes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| <p>The achievement of LI, FY, and EL students on state assessments in the district is below all students. Due to learning loss in the spring, the district wants to ensure that the achievement of LI, FY, and EL students on state assessments does not fall below all students. These students benefit from quality diagnostic assessments, comprehensive formative assessments, and targeted instruction. To meet these needs caused by learning loss due to COVID-19, CUSD is purchasing i-Ready for ELA. I-Ready is an interactive online learning environment designed to assess students and provide individualized instruction based on each child's unique needs. This action will help close the achievement gap for these students on academic indicators.</p> | \$427,316 | 427,316 | Yes |
| <p>Some students experienced learning loss from distance learning due to COVID-19 in the 2019-20 school year and students are experiencing distance learning during the beginning of the 2020-21 school year. Some students opted to remain on distance learning even after the school has resumed in-person learning. These students would benefit from a personalized system of teaching and learning in online courses. For this reason, CUSD has purchased a license for Accelerated Education (TK-5) and Edgenuity (6-12).</p> | \$217,000 | 175,290 | No |
| <p>To combat learning loss associated with the instruction during the 2019-2020 school year, the district is purchasing Reading Inventory. Reading inventory allows for the assessment of students remotely and identifies the Lexile for reading level for each student. This will allow for teachers to target instruction in reading based on the student results.</p> | \$60,394 | 60,603 | No |
| <p>Determining the reading levels and strengths in reading for students in the primary grades is necessary to target instruction. It is necessary to assess students early to determine the learning loss that occurred in the spring of 2020 due to COVID-19. The DRA2 is an assessment system used in the district. It is necessary to purchase the e-licenses</p> | \$4,000 | 4,000 | No |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| of this system to assess students remotely and to determine their reading strengths. | | | |

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

EdGenuity and Accelerated Education expenditures were \$41,710 less than projected. The decreased expenditures are directly related to the opportunity for students to return to on-site learning. More students than anticipated opted to return than expected, resulting in less Accelerated Education and EdGenuity licenses.

Analysis of Pupil Learning Loss

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

In order to gain feedback and determine our successes and challenges during the 2020-2021 school year, Clovis Unified actively sought input from our stakeholders. Surveys were conducted throughout the year, including our annual SART, LCAP, and Climate Assessments. Data from these surveys helped us to measure progress and audit our actions/services. In addition, Clovis Unified held townhall meetings at the district and site level. Parents were provided with updates on the school year and were afforded an opportunity to provide input. We held two district wide LCAP meetings which reviewed our prior LCAP and Learning Continuity Plan. Data from these sources and feedback from parents, students, teachers, and staff helped inform the information for this section.

One of the significant challenges faced by our district and schools was the learning loss associated with distance learning starting in March 2020 and extending into the Fall. Initially, face-to-face synchronous learning was limited. In the Summer of 2020, the district prepared for remote learning and was ready to support students in this modality. We recognized that it was necessary to have in place a substantial diagnostic assessment plan. The diagnostics were used to identify individual student needs and allowed teachers to target students in instruction. The benefit of using an advanced diagnostic tool meant that data from the student assessment could be used in meaningful, actionable insights that made differentiating instruction a reality for teachers. These screeners, in all content area, were given at the beginning of the school year. CUSD purchased iReady for mathematics and ELA and this was a core component as a diagnostic tool. The iReady diagnostic assessments in ELA and mathematics meets the California Department of Education’s mandate for schools to provide diagnostic assessments that “can identify where students are in their learning within key content area when they return to school so teachers can teach them most effectively.” The tool not only informed the teacher of grade level attainment, but it scripted out a learning path for each individual student. One of our successes was that student learning was targeted and appropriate.

CUSD has identified essential standards and supporting standards in ELA and mathematics. The essential standards are the key learnings and support that majority of instructional time. Diagnostic assessments and formative assessments given during the year focused on these essential standards. The formative assessment calendar was set by the district and followed by the sites, allowing for some flexibility to align with appropriate instruction. Having a common formative assessment system was one of our successes and allowed for cross-district analysis and allowed for the Curriculum and Instruction Department to best meet the professional development needs of the teachers and the instructional support for the students.

One of our successes this year was the continued implementation of our Multi-Tiered Systems of Support (MTSS). MTSS was a framework that schools used to provide targeted support and meet the challenge of struggling students. All students had access to tier one support, which happened in the classroom to meet the immediate needs of student who may be struggling with concepts or skills. Students could be broken into small groups after instruction to assist those who may need more time. CUSD faced the challenge of offering more time to students beyond what took place in the classroom. To meet this challenge, schools and classrooms offered intervention time outside of the regular school hours which took place in a synchronous environment. Teachers were able to offer tier two support, which is more targeted and takes place after core instruction, so the students don't miss out on new learning opportunities. Schools offered tier three support which provided more individualization. Tier three targeted smaller group of students, the sessions lasted longer, and the topics were more narrowly focused. All schools faced the challenge of offering more instruction time to students, but each was committed to offering the necessary support for students who experienced learning loss due to the COVID-19 pandemic. Even during distance learning, schools held Student Study Team (SST) meetings to determine the next best step for struggling students who needed access to additional services.

To meet the challenge of learning loss, the district felt it was important to have a cohesive, comprehensive assessment plan for grades K-12 in mathematics and ELA. Student learning was assessed at the end of units or after a period of learning. To meet the challenge of remote learning, teachers used formative assessments so that teachers and support staff could regroup students and retaught identified areas of need. Teachers used summative assessments to map progress and audit the quality of instruction. The local assessments all pointed to the California Assessment of Student Performance and Progress (CAASPP) which students took in the Spring of 2021. Holding ourselves accountable to CAASPP helped us remain focused on teaching the right things and measuring our results to ensure that ALL students achieve, and that the learning loss caused by the pandemic is minimized.

To meet the challenge of remote instruction and to ensure success for our students, CUSD provided professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies. A focus of teacher training was on mitigating learning loss caused by the distance learning models of instruction. Time was spent before school started, during professional development days, and in staff meetings held throughout the year. The purpose was to equip all staff members with the necessary tools to move instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by the global pandemic.

One of the challenges faced was with students who had unique learning situations (EL, low income, foster youth, students with exceptional needs, and unhoused students). CUSD provided targeted instruction for these students. The district provided all schools

with a program called Data Insights that allowed teachers and administrators to pull data for designated groups and individual students. Schools used universal screeners for these students and monitored them using the district's formative assessment system.

One of the challenges faced was with English Learners and their susceptibility to learning loss, especially when the models of fluent English speakers are not provided for them. To address this challenge, our distance learning models were replete with synchronous opportunities, providing the students with time to both speak and listen. Classrooms used Google Classroom to help the students remain organized and gave them opportunities for reading and writing. This degree of interaction was highly valuable to the EL student and provided a well-rounded opportunity to combat learning loss.

To meet the challenge of students who are low income, the schools offered additional support. The schools ensured that students had access to regular meals. Access to technology and internet connectivity was a challenge. To meet this need, CUSD provided district laptops and Wi-Fi hotspots to students. Not having access to technology was not an issue in the Fall of 2020. Online tutorials were available to our students and teachers to troubleshoot technology issues. To reduce learning loss, students need additional time to learn content. The minimum instructional minutes per day, along with opportunities for intervention, benefitted these students.

Our foster youth and unhoused students are some of our most vulnerable students and posed unique challenges. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. CUSD identified the factors that contributed to learning loss for these students, which included irregular attendance, communication barriers, and lack of internet access. To address these challenges, our Assistant Director of SSSA worked closely with the school sites and Transition Team Coordinators to better connect these students to the campuses. One-to-one contact was made with these students at the beginning of the year to ensure that they had the tools necessary to start the school year off with distance learning. Laptops and hotspots were delivered to these students before school started. These students benefitted from online lessons by teachers in a synchronous setting and with systems like iReady that diagnosed their learning gaps and targeted them with instruction most appropriate for them.

CUSD also faced the challenge of working with students with disabilities and the fact that these students experienced regression when instruction lacked continuity and was not comprehensive in nature. Students with IEP's were some of the first students to return to school when county restrictions were lifted. However, some of our students with special needs are the most vulnerable to the virus and distance learning for them was the most viable option for the long run. To mitigate the challenge of learning loss, each student's IEP was carefully reviewed and plans were made to help students achieve their goals through the distance learning modalities. Communication between the special education staff and the regular education staff was key. The more well-versed the regular education teacher was with the child's needs, the better for the student. Special education teachers pushed into regular classroom lessons via Zoom and pulled small groups of students for instruction and held classes in self-contained classrooms. Instructional Aides were used during synchronous and asynchronous lessons to support the students and their success in the classroom.

CUSD was committed to implementing the learning loss strategies to support students in learning during distance learning modalities. The use of such strategies was important but how we measured their effectiveness was just as important. CUSD measured effectiveness using the following strategies or tools: diagnostic assessments, teacher feedback of effectiveness from grouping students, pre-and post-tests given to determine growth, common formative assessments, the TGLE process, PLC data points, MTSS

assessments, attendance/engagement reports, classroom-based weekly assessments, iReady diagnostic and interim tests, and grades.

Analysis of Mental Health and Social and Emotional Well-Being

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

In order to gain feedback and determine our successes and challenges during the 2020-2021 school year, Clovis Unified actively sought input from our stakeholders. Surveys were conducted throughout the year, including our annual SART, LCAP, and Climate Assessments. Data from these surveys helped us to measure progress and audit our actions/services. In addition, Clovis Unified held townhall meetings at the district and site level. Parents were provided with updates on the school year and were afforded an opportunity to provide input. We held two district wide LCAP meetings which reviewed our prior LCAP and Learning Continuity Plan. Data from these sources and feedback from parents, students, teachers, and staff helped inform the information for this section.

To meet the mental health challenge and to support the social and emotional well-being of our students, Clovis Unified offered a variety of supports to students, parents, and teachers. Our district took a tiered approach when developing and identifying effective social/emotional/behavioral supports for students. The first tier of support was available to all students and was often provided at the classroom level. Our district offered more intensive supports for those students who had more intensive needs. Due to distance learning, how these supports were delivered changed, but our focus did not. We were committed to meeting the social-emotional-behavioral needs of our students whether it was in traditional or distance learning format. One of our successes was the continuous delivery of resources to students through Second Step, The Positivity Project, Character Strong, and Positive Behavior and Intervention Supports (PBIS). Each of these programs were offered through both individual classroom and through a school-wide perspective. These programs continued to offer our students strategies and interventions to increase positive behavior and encourage character development. All of these programs were adjusted to assist teachers in the distance learning format.

Knowing that our unduplicated students struggle with unique needs and schooling can be a challenge for them, we have assigned our transition team. Transition teams provided support at the elementary, intermediate, and high school levels. Through mentorship, our district's transition counselors and student relations liaisons strived to develop meaningful relationships with many of our at-risk students.

Many supports were offered, either directly or indirectly, through the Clovis Unified Wellness Project. The Wellness Project was developed to increase awareness of the social-emotional-behavioral needs of our students and provide the necessary interventions and supports to assist our students towards educational success. Clovis Unified's PBIS team continued to meet with school sites as they transitioned to the digital world of teaching and learning. Our focus was to support teachers in maintaining social-emotional connections with students while being socially distant. Our district also provided counseling and mental health support at all our secondary schools. Each area had a full-time Mental Health Support Provider (MHSP). Our MHSPs offered numerous supports including individual counseling, group counseling, collaboration with teachers and administrators, as well as consultation with our families. They also consulted with our families to find appropriate mental health supports outside our district.

Clovis Unified also provided behavioral consultation, collaboration, and support through our Behavior Consultation Team (BCT). The BCT was comprised of three school psychologists, a Board-Certified Behavior Analyst (BCBA) and five Behavior Consultants. The BCT offered collaboration and consultation with school teams and parents as well as direct support for those students whose behavior

impeded their own learning or the learning of others. The goals of the BCT was to not only provide support, but to also build capacity within our school teams. Education faces unprecedented challenges due to the distance learning format. Despite this, our district continued to adjust to meet the needs of all stakeholders. Although these supports were provided virtually, in many ways it was business as usual. Clovis Unified continued to be committed to provide highly effective and meaningful social-emotional-behavioral supports to our students and families.

Analysis of Pupil and Family Engagement and Outreach

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

In order to gain feedback and determine our successes and challenges during the 2020-2021 school year, Clovis Unified actively sought input from our stakeholders. Surveys were conducted throughout the year, including our annual SART, LCAP, and Climate Assessments. Data from these surveys helped us to measure progress and audit our actions/services. In addition, Clovis Unified held townhall meetings at the district and site level. Parents were provided with updates on the school year and were afforded an opportunity to provide input. We held two district wide LCAP meetings which reviewed our prior LCAP and Learning Continuity Plan. Data from these sources and feedback from parents, students, teachers, and staff helped inform the information for this section.

CUSD was committed to providing students with an engaging opportunity to learn and thrive, even in distance learning formats. Knowing that this new method of instruction would be challenging for parents and students, the district worked extensively to perform outreach to students and parents. The district surveyed all relevant stakeholders to gather input for building the Learning Continuity Plan. The district held townhall meetings to discuss the return to school and to give parents an opportunity to engage with the district concerning the modalities for the return. Return to school plans were provided to parents and were translated into the five most prominent languages for CUSD: English, Hmong, Punjabi, Spanish, and Vietnamese. The Learning Continuity Plan was presented to the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) and translation services were provided to parents at these meetings. It was the goal of the district to ensure all parents and students were reached in order to determine if they had any needs and to inform them of the process of starting school, especially when we returned to distance learning formats.

The district performed many actions to meet the challenge of parent outreach during the pandemic. Teachers reached out to students before the school year started to provide them with the resources to be successful on day one when school started. The district surveyed parents on availability of technology and connectivity in the home. Students were provided laptops and hotspots if they stated a need in the surveys. Connectivity devices were distributed prior to the start of school. Teachers met with students in synchronous environments, using programs like Zoom, starting on the first day of school. School sites provided hotline numbers for parents and students to use if they were having troubles connecting to their classrooms. Teachers used Zoom, Google Classroom, Student Connect, and Email to keep students connected to the classroom during the school year. Not only was student attendance

taken each day and each period, but student engagement was tracked and reported. It was anticipated that all students would be engaged in the learning process while classroom instruction was occurring.

Clovis Unified faced the challenge of not having all students engaged in learning each school day. To meet this challenge, the district/sites developed written procedure for tiered reengagement strategies for students who were absent from distance learning opportunities. These strategies required school personnel to contact the child's parent and determine what was required to get the student present and engaged in learning. It was the goal to remove any barriers for learning and to meet or exceed traditional attendance rates from prior years.

In the tiered approach to reengagement, there were several personnel who were involved in the process. Teachers and classroom staff were the first level of the reengagement process. When students were absent or disengaged, the teacher would contact the student and utilize classroom management strategies to reengage the student. In the next tier, the office will be involved with student absences. Phone calls were made when students missed multiple days. Site administration were involved with students who were habitually absent or who had repeated struggles with engaging in the classroom setting. Written procedures for their reengagement strategies were created for students who were absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Education Code Section 43504 (f)(2). The next tier in our plan was our Student Services and School Attendance (SSSA) Office. SSSA helped support the engagement and attendance of students. The office has attendance officers who were available to make home visits for students who were not engaging in the learning process. Referrals to these officers were made when interventions at the school site had proven to be ineffective. The attendance officers collected issues and concerns from the families and relayed that back to the school site. SSSA consultants met with families and developed plans and contracts once a referral was made to the district level with attendance and engagement concerns.

We recognized the challenges associated with certain groups that are at a higher risk of being disengaged in the learning process, especially during distance learning modalities. Foster youth, unhoused students, low-income students, and English Learners are especially vulnerable. In our experience, students of color were more vulnerable to learning loss. Between our SSSA office and our transition team members, these students were closely followed, and their progress was monitored. Our transition teams, working for each of the areas in the district, have these students on their caseload. Disengagement lists were reviewed by the transition team and student relations liaisons and students most at-risk were followed up with. Student Responsibility Centers on the campuses worked with our students with the most unique needs. Our SRLs in the Student Responsibility Centers were responsible for race relations and the success of students of color on our campuses. Clubs and advisories on campuses were active and communicative with their constituents, ensuring that students remained connected, with support and encouragement during these troubling times.

Knowing that outreach can be challenging with multiple home languages, the district attempted to reach out to families in the language of preference. The district provided translations via telephone when needed.

Analysis of School Nutrition

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

In order to gain feedback and determine our successes and challenges during the 2020-2021 school year, Clovis Unified actively sought input from our stakeholders. Surveys were conducted throughout the year, including our annual SART, LCAP, and Climate Assessments. Data from these surveys helped us to measure progress and audit our actions/services. In addition, Clovis Unified held townhall meetings at the district and site level. Parents were provided with updates on the school year and were afforded an opportunity to provide input. We held two district wide LCAP meetings which reviewed our prior LCAP and Learning Continuity Plan. Data from these sources and feedback from parents, students, teachers, and staff helped inform the information for this section.

CUSD recognized the effect the current economy and loss of jobs had on our families. For these reasons, it became important for us to consider school nutrition and the well-being of our students. School liaisons contacted families to re-evaluate students' eligibility for free-or reduced-price meals to ensure all qualifying students are being served. We saw a one-year jump from approximately 45% to 55% based on our efforts. CUSD schools provided nutritious entrees, bakery items, dry goods, dairy products, and fresh and frozen fruits and vegetables to students 5 days a week. Meals were distributed even during remote learning. To ensure physical distancing and "no touch" pick up, CUSD had established drive-thru food distribution stations where pre-assembled meals were placed in the trunks of participants' vehicles. For areas with high population of socioeconomically disadvantaged students, the district created multiple distribution sites closer to students' homes, eliminating the need for transportation to secure their meals. All school staff were trained in food safety regulations and followed recommended protocols by wearing masks and gloves while working in the schools. The district provided information about these meal distributions along with additional food resources through calls, text messages, school site signage, social media, and other electronic postings.

Communicating this important information to all our families was a challenge. In order to meet the challenge, Title I Family Community Liaisons reached out to families personally via phone, text, and email to ensure that they were connected to available resources in the school district. Families of students who are eligible for the Free-or Reduced-Priced Meal Program were provided information about meals that were available for pick-up at any local public school distribution site in their area.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|----------------------|-------------------------------|--------------|
| Mental Health and Social and Emotional Well-Being | Mental Health and Socio-Emotional Well-Being: District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional development and program implementation of “The Positivity Project” and “Character Strong” will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. Teachers provide SEL supports (Tier 2 and Tier 3) to identified students. This action will increase connectivity and a feeling of belonging so that student’s basic needs are met and will be successful behaviorally and academically. | \$80,582 | 80,582 | Yes |
| Pupil Engagement and Outreach | Due to COVID-19, it is necessary for teachers to access textbooks, resources, and data online to support students and online modalities. Q Caseloads Modules will provide the teachers with the access that they need to engage students in learning during distance formats. | \$51,500 | 43,654 | No |

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

\$43,654 - Pupil Engagement and Outreach
 Estimated actual expenditures are \$7,846 lower than projected. This was the actual cost of the module, the budget was based on an early estimate.

Overall Analysis

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

There were many lessons learned from implementing in-person and distance learning programs in 2020-21 that have informed the development of goals and actions in the 2021-24 LCAP. The first lesson centered on technology. We learned that we have to have a comprehensive technology plan for all students to have access, especially when students are learning in a distance learning format. When we first went to distance learning in the Spring of 2020, we didn't have sufficient laptops and hotspots to accommodate all of our students. We did the best we could with distance learning at that time. We learned a lot in such a short time and deployed that learning to prepare for Fall, 2020. CUSD secured all of the technology we needed for all students to be engaged in distance learning when school started for the 2020-21 year. We had more than 43,000 students participating online. In order to support distance learning long term, we recognized that we needed a purchasing plan and required funding to continue to support our students, especially our neediest students (English Learners, Foster Youth, and Low Income). We also recognized that we needed to support our IT Department and ensure that we have the backbone to our Technology Plan in place. Our 2021-24 LCAP will contain actions that support the increased need for technology and technology infrastructure and will be directed to our students with greatest need.

Another learning we experienced was the effect of learning loss on students due to distance learning formats. We recognized that learning loss occurred due to the emergency distance learning that was started in March 2020 due to the COVID-19 pandemic, both in content knowledge and skills. In the Fall 2020, CUSD was committed to offering as close to a traditional schooling as possible. Unfortunately, this wasn't possible at the beginning of the year due to restrictions. Slowly, some students returned to a hybrid model of instruction, but many of our students remained on distance learning through CUSD Connect. We recognized that distance learning methods are not ideal and many students suffer because of it. One of the ways CUSD planned to combat learning loss was through the use of iReady for math and reading. iReady provides a diagnostic and formative assessment system, along with a targeted plan for scripted lessons that are at the instructional level of the student. We plan to include iReady for math and reading in our 2021-24 LCAP plan. CUSD also emphasized the use of a robust diagnostic and formative assessment plan across the district in all content areas. We recognized that some students were just going to need additional time in instruction to accelerate their learning out of learning loss. Additional time for intervention classes at the secondary level and more push-in time for elementary schools will be included in augmented actions/services for the 2021-2024 LCAP. We also recognized that teachers need support in the best ways to combat learning loss. Our C&I Department will continue professional learning for combating learning loss and support for this will be included in subsequent LCAP plans.

We recognized that these are trying times for our students. Pandemics are replete with trauma and stress. We recognized that our students struggled without the intimate contact of caring adults and the benefit of association with peers. We built a comprehensive plan for student well-being in our Learning Continuity Plan for the 2020-21 school year. We realize now that we need to continue these supports into the classroom level and provide opportunities for students for more intensive supports. In our LCP, we had provisions for classroom programs, including Second Step, The Positivity Project, Character Strong, and PBIS. Each of these programs can be offered through both an individual classroom and through a school-wide perspective. We relied heavily this year on Transition Teams throughout our district who work directly with our unduplicated students (EL, FY, LI). Through mentorship, our districts Transition

Counselors and Student Relations Liaisons strive to develop meaningful relationships with many of our at-risk students. Many supports are offered, either directly or indirectly through the Clovis Unified Wellness Project. The Wellness Project was developed to increase awareness of the social-emotional behavioral needs of our students and provide the necessary interventions/supports to assist our students towards educational success. Critical components of The Wellness Project include the district's PBIS Team, The Mental Health Support Providers, and The Behavior Consultation Team. Our district also provides counseling and mental health supports at each of our five intermediate schools, our five comprehensive high schools, and our Alternative Education sites. Each area has a full-time Mental Health Support Provider (MHSP). We recognized, through the development of the Learning Continuity Plan, the importance of having actions/services for mental health support. We are using these learnings to continue current actions/services and add new actions/services to support the well-being of our students from 2021-24 and beyond.

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

CUSD recognized that learning loss occurred due to the emergency distance learning that was started in March 2020 due to the COVID-19 pandemic. Distance learning was extended into the Fall, 2020 for all students, ending as late as February 2021 for those students wanting to return to in person instruction. Using a hybrid model, students wishing to return to in person instructions were offered that opportunity. A good portion of our students chose to remain on distance learning and participated with either Edgenuity or Accelerated Education, guided by a Clovis Unified teacher. Students not being instructed in person lack intimate, daily contact with a certificated teacher and learning can suffer because of this.

One of the first steps in combatting learning loss includes having a well-articulated assessment plan in place. A comprehensive assessment plan allows the school and teacher to accomplish a few things. First, diagnostic assessments are used to measure student's current reality. Knowing student's current strengths and gaps helps the teacher plan instruction that is targeted and "just right" for the student's needs. CUSD plans to use diagnostic assessment at the beginning of each year to measure students and to allow teachers to best evaluate student's current realities and most importantly, move forward with appropriate instruction. As part of our Learning Continuity Plan, CUSD included an action/ service for the iReady system for ELA and Math. iReady has a comprehensive diagnostic assessment that provides a student's current level and develops a script for each student based on their individual need. We used iReady across the board to diagnose and prescribe for our students what they needed most. Schools also used their site-based assessments to target students at the beginning of the year. Our 2021-24 LCAP includes provisions for continuing with iReady as a diagnostic tool in coming years to measure learning loss and make the best-informed decisions for moving forward. CUSD has a comprehensive formative assessment plan. Schools across the grade levels, for example, utilize our iCAM and iCAL system to measure knowledge and understanding throughout the school year. Formative assessments can be informal checks of understanding during a lesson and can be formal measures of learning, with the iCAM and iCAL being examples of formal, formative processes of measuring. Our 2021-24 LCAP will include support and resources from our Curriculum and Instruction Department to support understanding and use of formative assessments in the classroom. We are in the process of adopting a number of new

textbooks, according to our LCAP plans and one component we look for in textbooks is inclusion of a robust assessment system, well aligned to the instructional resources. We will be mindful of this while piloting textbooks and ensure that the books are replete with assessments that can measure learning. It's important that we measure student success after instructional delivery and student attainment of the standards. In grades 3-8 and 11, our schools will participate in the California Assessment of Student Performance and Progress (CAASPP) system. Participation in CAASPP helps us build final snapshots of the success of instructional delivery and student learning. It allows us to compare ourselves to other, similar schools and districts. The CAASPP system is an important element of the California Dashboard System and helps us determine our strengths and area for improvement not only overall but also with significant subgroups of students. It's a good snapshot to see how our unduplicated students are performing, especially compared to other students in the district. The state cancelled the CAASPP testing during the 19-20 school year but moved forward during the 20-21 school year, even if students have to participate remotely. It is anticipated that we will use CAASPP data as a measure for our 2021-2024 LCAP and beyond. For those grade levels not measured by CAASPP, the district will use district-created summative assessments to measure students. A comprehensive, robust assessment system is key to a quality education program and can be used to measure progress and attainment of standards when learning loss is an issue. The 2021-2024 LCAP will support our assessment system and allow us to best measure the progress of all students.

Another criterion that determines student success in education is the focus on standards. CUSD has identified essential standards and supporting standards in ELA and mathematics. The essential standards are the key learnings and support the majority of instructional time. Diagnostic assessments and formative assessments given during the year focus on these essential standards. Our iCAMs and iCALs, given multiple times during the year, measure the attainment of essential standards. Students at the secondary level take unit assessments in the courses not covered by the iCAMs and iCALs. The formative assessment calendar is set by the district and followed by the sites, allowing for some flexibility to align with appropriate instruction. Having a common formative assessment system allows for cross-district analysis and allows for the Curriculum and Instruction Department to best meet the professional development needs of the teachers and the instructional support for the students. The work of our Curriculum and Instruction Department with providing resources and professional development are a key action/service provided by our 2021-2024 LCAP.

All Schools have multi-tiered systems of support in place. MTSS is a framework that schools use to provide targeted support to struggling students. The tiers of support encompass both academic and social elements. This tiered system includes the identification of students and strategies for dealing with deficiencies. All students have access to tier 1 support, which happens in the classroom to meet the immediate needs of students who may be struggling with concepts or skills or may be struggling with behavior. For academic support, students often work with teachers and aides in small groups, giving them more time and other resources to meet their needs. Tier 2 support is more targeted and takes place after core instruction, so the students don't miss out on new learning opportunities. Tier 3 provides more individualized support. It targets smaller groups of students, the sessions last longer, and the topics are more narrowly focused. Each of the tiers of support have assessments aligned to the learning and are used to maintain or exit students out of a tier of support. As mentioned, the MTSS model supports students both academically and socially. Our 2021- 2024 LCAP includes actions/services to provide more time for the students to learn both within the learning day and outside of it. Funds will be extended to provide instructional aide support, bilingual instructional aides, push-in teachers, and opportunities for intervention classes, staffed by regular classroom teachers. The LCAP will provide support for classroom-based and school-based character education programs. Emotional support providers are funded through The Wellness Project. Support for our unduplicated

student population is provided through staffing of our Transition Counselors, liaisons, and administrators. These staff, coupled with the classroom teachers, provide support for academic and social success of all students through the Multi-Tiered System of Support and are key to supporting students through learning loss. LCAP funding of these positions is key to the future success of ALL students for 2021-2024 and beyond.

CUSD will continue to provide professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies. A focus will be on mitigating learning loss caused by the distance learning models of instruction. Teachers will also continue to be trained on Social Emotional Learning (SEL) and strategies to help students cope. Time will be spent before school starts, in professional development days, and in staff meetings throughout the year. The purpose will be to equip all staff members with the necessary tools to move instruction forward, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by the global pandemic. Our school sites will track students with unique learning situations (EL, low-income, foster youth, students with exceptional needs, and unhoused students) and will provide targeted intervention for these students. The district provides all schools with LCAP funded data management systems, like Data Insights and Illuminate, that allows teachers and administrators to pull data for designated groups and individual students. Schools will use universal screeners for these students and will monitor them using the districts formative assessment system.

English Learners are susceptible to learning loss, especially when models of fluent English speakers are not provided for them. To address this issue, schools will give the students access to a rich environment with opportunities to read, write, listen, and speak with teacher-and peer-support. English Learners are supported through a comprehensive plan of instruction and assessment. Actions/services in the 2021-2024 LCAP are directed to the acquisition of language and professional development of staff to best meet their needs. Teachers will continue to offer ELD instruction to EL students, with elementary being provided 30 minutes per day and secondary being offered a period per day to best meet their needs. EL students will benefit from being on a campus full-time and participate in vocabulary-rich instruction. Core instruction will continue to be offered by teachers with EL authorizations. Our progress with EL students will be measured by EL benchmark exams given during the year and with the annual Summative English Language Proficiency Assessments for California (ELPAC). These assessment measures the English Language Proficiency (ELP) in the areas of reading, writing, speaking, and listening. The ELP is used to reclassify students from EL status to proficiency in English. A robust assessment system, joined with quality ELD, helps support a student's progress to English proficiency and ameliorates the effects of learning loss caused by the pandemic.

Students who are low-income have unique learning needs and benefit from additional support from school. Students need regular access to meals, and we are fortunate enough to provide meal service, even when we were in distance learning formats. Our district will continue to explore ways to communicate eligibility requirements to make sure all students who qualify belong to the free/reduced meal plan. In our surveys this last year, we recognized that many of our low-income students didn't have regular access to technology outside of school. We provided access to technology, including a hotspot, if needed, to all of our students. This was out of necessity to meet the demands of distance learning, but we have since recognized the benefit of increased access for students. Based on feedback from parents and schools, we are increasing our technology action/service to include extended purchases of technology to meet the one-to-one needs of our students. We recognize that technology provides a wealth of support for student learning. Our LCAP for 2021-2024 will include the purchase of iReady for both ELA and math, which necessities access for all students. To reduce

learning loss, students need additional time to learn content. Providing more access to increased instructional time, along with more opportunities for intervention, will benefit these students.

Our foster youth and unhoused students are some of our most vulnerable students. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and a lack of internet access. To address these learning loss issues, our LCAP funds the position of Assistant Director of SSSA. This position works closely with the school sites and Transition Team Coordinators to connect these students to the campuses. One-to-one contact will be made with these students by LCAP-funded Transition Team members to ensure that they have the tools necessary to start the school year right. We ensure that these students have laptops and hotspots and additional purchases of these products will be provided by the LCAP through extended actions/services. These students will benefit from online systems, like iReady, that will target their individual needs with appropriate instruction.

Students with disabilities may experience regression due to the nature of distance learning. For this reason, students with disabilities were some of the first students we brought back for the small group, targeted instruction in the Fall, 2020. Unfortunately, some of our students with disabilities are the most vulnerable to the virus, which necessitated their stay-at-home for longer periods. To combat the disadvantages caused by distance learning, each student with a disability had a targeted plan developed to best help them achieve their IEP goals with synchronous and asynchronous work with CUSD teachers and instructional aides. These plans are reviewed, and coupled with the annual IEP process, new goals will be written and instructional time will be considered to best meet the needs of each individual student. To ensure alignment with our strategic plan, the 2021-2024 LCAP, and our Social Education Plan (SEP), actions/services will be enhanced and created to best meet the needs of students and the learning loss caused by the novel Coronavirus. Training and professional development of Special Education staff will be included in addition to providing students access to resources, including technology, that they need to be successful as we work to reduce the ill effects of regression caused by distance learning.

CUSD is committed to implementing the necessary learning loss strategies to support students in learning loss caused by the global pandemic. The use of instructional strategies and support provided by the 2021-2024 LCAP will prove to be beneficial. We plan to measure our success with combatting learning loss using the following strategies or tools:

- Diagnostic assessments
- Teacher feedback of effectiveness from grouping students
- Pre-and post-tests given to determine growth
- Common formative assessments
- Teacher Grade Level Expectation (TGLE) Process; The TGLE is an individualized education plan for students below grade level
- PLC data pints
- MTSS assessments
- Attendance/engagement reports
- Classroom-based weekly assessments
- iReady diagnostical interim tests

- Grades

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

Substantive differences are detailed within each section of the annual update.

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

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

Clovis Unified is proud of our achievements over the last few years. We know that we carried out actions/services that supported our students academically and social-emotionally. We provided services that targeted our neediest students. Our outcomes are detailed in our annual update portion of the LCAP. Careful review shows that CUSD is consistently making progress and that our services are meeting our needs. Special attention in this section is paid to the outcomes that directly align to statements in actions/services in our LCAP. Specifically results for ELA/math (2019 data), graduation results, and attendance are highlighted. These results are the capstone to our outcomes of the LCAP and are explored historically below.

Clovis Unified measures itself against a standard using high-stakes assessment results, coupled with local assessment data, that support our outcomes for 19-20 and 20-21 school years.

The 2019-20 and 2020-21 school years posed significant challenges. Our students participated in distance learning for large chunks of both school years. We instituted the Learning Continuity and Attendance Plan this last year to meet the demands of in-person and distance learning. We collected data, both quantitative and comments, about our progress during the year. We measured student growth using our newly instituted iReady program. There were many lessons learned from our experiences and they influence our decisions for the 21-22 through 23-24 LCAP. We know that through additional funding provided by our expanded LCAP budget and through the CARES dollars, we will meet the immediate needs of our students, with particular emphasis on unduplicated count students. We learned through data analysis and through teacher input that our students have gaps that were caused by the methods of instruction we were forced to implement during the pandemic. Emerging trends were identified throughout the last few years, specifically, the need to support social emotional, the need for more technology access, and the need to fill in gaps of instruction. We have identified various aspects of success and challenges while implementing our LCAP and LCP. Based on our feedback from these programs and our careful analysis of current actions/services, and to support our students, we are implementing the following items for the 21-22 through 23-24 LCAP:

- *Extended and expanded summer programs for students
- *Increased service hours for personnel who support social emotional needs, including behavior training and interventions to remediate effects of COVID-19
- *Increase wellness support services
- *Addition of Student Health Center to meet the health needs of students, especially those uncovered or undercovered
- *Increased access to technology for unduplicated students
- *Additional English Learner support for developing resources and offering training of teachers
- *Expansion of supplemental resources to provide students with additional resources targeted to their need
- *More Push-in teacher support to offer students more one-on-one attention and instruction

*Additional funds for outside of school and inside of school interventions

These items are reflected in our actions/services for the coming year.

We are currently in Differentiated Assistance (DA) in two areas because of our Dashboard status: Foster Youth and Homeless. We are in DA for Foster Youth because of our Red rating in the following areas: suspension rate and mathematics. We are in DA for homeless because of our Red rating in the following areas: chronic absenteeism, and suspension rate. Because of our status with these groups, special attention is paid in the 2021-2024 LCAP. We will use our Transition Team members to connect with these student groups, support them in their academic endeavors and social interactions, and attach them to the resources they need to be successful in school. Our LCAP funds engagement activities at the school sites and creates connection points to curricular and co-curricular programs. To ensure academic success, our LCAP funds intervention programs and provides students with more access to teachers and other instructional staff. We are able to provide students with more academic time in their day. To assist with our Foster Youth and Homeless students, we will fund personnel at our Student Services and School Attendance (SSSA) office. These personnel, hired specifically for Foster Youth and Homeless students, help connect students to outside resources and programs and services within Clovis Unified. We recognize the needs to focus on these students and have a plan to best meet their needs, removing us from Differentiated Assistance during this LCAP's tenure.

Clovis Unified has traditionally looked to our results on the high stakes work of ELA and math and measure our success on the Dashboard in these areas. These measures are not available for the 2019 and 2020 years. We will look to local assessment data for these years to measure growth in these areas. For the last three years that data were available (2017, 2018, 2019), we have experienced growth in both areas. In ELA, we were Green year 1, Blue year 2, and Blue year 3 progressing from 37 points above standard in year 1, 45.9 points above standard in year 2, and 51.3 points above standard in year 3. In math, we have been Green all three years. We experienced growth as measured by points above standard starting at 13.3, moving to 13.4 and finally ending at 16.6. We are also proud of our accomplishment with the College and Career indicator, which measures how prepared our 11th graders are for success after high school. In year 1, 58% of our students were prepared. That grew to 62.8% in year 2. It ended with 68.8% in year 3. A number of our actions/services are geared towards academic success and our historical data shows that we are making strides in academic measures, supporting the continuation of our plans into the 2021-2024 LCAP.

As part of our Learning Continuity Plan, we built a robust assessment plan centered around the purchase of the iReady system for math and ELA. iReady provides a diagnostic plan for initial instruction and checkpoints of formative assessments throughout the year. In the 2020-21 school year, students have already taken the winter assessment and we have data to help inform instruction for the second half of the school year. These assessments help us measure for learning loss and allow for more targeted instruction. We have data from last year and can do a comparative analysis. The results on iReady have not been correlated to the state test in our district but outside research shows that the assessments can be good predictors of high stakes assessments. In ELA, the scores are as follows:

20-21

Mid on-Grade or above 33%
Early on-Grade 20%
1 Grade Below 30%
2 Grades Below 10%
3+Grades Below 7%

19-20
Mid on-Grade or above 26%
Early on-Grade 21%
1 Grade Below 35%
2 Grades Below 12%
3+Grades Below 7%

On-Grade level grew from 19-20 to 20-21 from 47% to 53%. Our neediest students shrunk from 19% in 19-20 to 17% in 20-21. When considering the three top bands, we have the potential for 83% of our students to be on grade level in ELA. We can say that the actions/services that promote academic success are working in ELA and continuation of these services is warranted and justified. Our students benefit from smaller class sizes, additional support with our teachers, professional development offered to our staffs, and the services of push-in teachers, instructional aides, and bilingual support. In mathematics, the scores are as follows:

20-21
Mid on-Grade or above 21%
Early on-Grade 22%
1 Grade Below 41%
2 Grades Below 10%
3+Grades Below 6%

19-20
Mid on-Grade or above 20%
Early on-Grade 26%
1 Grade Below 43%
2 Grades Below 7%
3+Grades Below 4%

Our on-Grade or above grew 1% from 19-20 to 20-21. This equates to 170 more students achieving at higher levels than the previous year. Our overall on grade level, however, fell from 46% in 19-20 to 43% in 20-21. We are definitely feeling the effects of distance learning in mathematics. We are encouraged, however, with our last CAASPP testing in 2019. We had 58.68% of our students who met or exceeded standard. According to our iReady results, we have 84% of our students within reach of grade-level attainment, and know that having our students on our campuses for the second half of the year will allow them to receive the guidance and support

necessary and afford them more access to LCAP-funded interventions and personnel to securely sit in the met or exceeded ranges on our high-stakes assessment, CAASPP.

Some of our actions/services rely on graduation data to measure effectiveness. When looking at trends, we are shown to be making progress in this area as well. According to our local data, we've experienced the last three years of graduation rates in Clovis Unified:

2018: 94.8%
2019: 95.37%
2020: 97.7%

According to Dataquest, we can determine our rates of graduation for our socioeconomically disadvantaged (SED) population, a bulk of our unduplicated student count. For the last three years, we have achieved the following:

2018: 90.5%
2019: 91.4%
2020: 92.8%

One observation is that our SED population graduates at a lower rate than our general population. This demonstrates the importance of having actions/services primarily geared towards these students and their success with graduating high school. At the same time, CUSD is pleased with the outcomes over the last three years, supporting the continuation of actions/services that have helped us make strides with graduation rates.

Another data point that we use to measure progress is the chronic absenteeism information. We are currently Yellow on the Dashboard for Chronic Absenteeism with 7.1% chronically absent and maintained at 0.3%. This is an area for concern, as we know the importance of regular attendance and the effect this has on academic success and overall connection to school. When looking at historical data for the three years before our current rating, we see mostly positive progress, especially with disaggregating the data by SED and EL status. CUSD is also proud that we exceed the county and state averages overall and in our subgroups. The data show:

2020
CUSD (7.8%), county (12.5%), state (12.1%)
SED (11.2%), county (14.5%), state (15.12%)
EL (5.6%), county (9.8%), state (12.5%)

2018
CUSD (7.9%), county (12.5%), state (10.8%)
SED (12.0%), county (14.6%), state (13.4%)
EL (6.0%), county (9.8%), state (10.2%)

It's important to point out that from 2018-2020 CUSD has reduced chronic absenteeism for all students, for SED students, and for EL students. It is also of worthy note that we fall below the rate at the county and state across the board. We still have a ways to go for attendance but the data show that we are making the necessary gains to support the actions/services designed to increase attendance overall and for some of our neediest students. Some actions and services we have designated to improve attendance include increasing connection points to support increased student engagement, contracting with CYS to promote overall student well-being, and support for PBIS in our schools.

Another measure that we consider and monitor is our suspension data. Some of our actions and services in the 2021-2024 LCAP are designed to reduce suspensions at the school sites, keeping students in class and learning. Our data supports the effectiveness of our actions and the continuation of plans in place. Our data show that we have reduced suspensions overall from 3.9% in 2017-18, to 3.7% in 2018-19, and 2.7% in 2019-20. Looking at our SED population, we reduced suspensions from 5.6% in 2017-18, to 5.4% in 2018-19, and finally to 3.9% in 2019-20. CUSD is lower across the board when compared to the county but outpaces the state averages, so there is still some work to do. When looking at the percentage of students who were suspended multiple times, we have experienced success across the range over the last three years, reducing multiple suspensions for all students and for SED students, respectively. The data reported are as follows:

Suspension Rate for All Students

| 2017-2018 | 2018-19 | 2019-20 |
|--------------|---------|---------|
| CUSD: 3.9% | 3.7% | 2.7% |
| County: 5.7% | 5.6% | 4.0% |
| State: 3.7% | 3.6% | 2.6% |

Suspension Rate for SED Students

| 2017-2018 | 2018-19 | 2019-20 |
|--------------|---------|---------|
| CUSD: 5.6% | 5.4% | 3.9% |
| County: 6.3% | 6.2% | 4.4% |
| State: 4.4% | 4.4% | 3.2% |

Multiple Suspension Rate for Suspended Students

| 2017-18 | 2018-19 | 2019-20 |
|---------------|---------|---------|
| CUSD: 28.3% | 27.8% | 22.7% |
| County: 34.5% | 33.8% | 29.2% |
| State: 30.9% | 30.4% | 27.3% |

Multiple Suspension Rate for SED Students

| 2017-18 | 2018-19 | 2019-20 |
|---------------|---------|---------|
| CUSD: 30.0% | 29.5% | 25.8% |
| County: 35.0% | 34.7% | 30.3% |

State: 32.4% 31.9% 29.0%

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

| Total Expenditures by Funding Source | | |
|---|--------------------------------------|------------------------------------|
| Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Funding Sources | 480,413,980.00 | 488,009,044.00 |
| | 0.00 | 0.00 |
| Federal | 8,790,528.00 | 10,137,445.00 |
| LCFF Base | 266,208,718.00 | 291,128,862.00 |
| LCFF Supplemental | 31,861,254.00 | 29,591,095.00 |
| LCFF, State and Federal Grants, and Local | 80,973,867.00 | 81,541,410.00 |
| Local | 7,080,959.00 | 7,784,746.00 |
| Prop 20 Lottery | 1,597,045.00 | 0.00 |
| State | 2,156,803.00 | 2,446,853.00 |
| State Grants and Apportionments | 81,744,806.00 | 65,378,633.00 |

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

| Total Expenditures by Object Type | | |
|--|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 480,413,980.00 | 488,009,044.00 |
| | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 196,798,384.00 | 198,196,674.00 |
| 2000-2999: Classified Personnel Salaries | 81,392,208.00 | 82,898,581.00 |
| 3000-3999: Employee Benefits | 134,123,596.00 | 143,434,190.00 |
| 4000-4999: Books And Supplies | 27,330,055.00 | 18,547,326.00 |
| 4200 Textbooks | 5,047,725.00 | 2,154,139.00 |
| 5000-5999: Services And Other Operating Expenditures | 32,487,849.00 | 32,922,199.00 |
| 5700-5799: Transfers Of Direct Costs | 0.00 | 144,174.00 |
| 6000-6999: Capital Outlay | 327,786.00 | 3,736,845.00 |
| 7000-7439: Other Outgo | 2,906,377.00 | 5,974,916.00 |

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

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 480,413,980.00 | 488,009,044.00 |
| | | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Federal | 3,930,751.00 | 4,505,546.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Base | 136,208,703.00 | 138,974,126.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental | 14,988,368.00 | 13,766,589.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF, State and Federal Grants, and Local | 31,727,177.00 | 30,890,510.00 |
| 1000-1999: Certificated Personnel Salaries | Local | 277,440.00 | 72,166.00 |
| 1000-1999: Certificated Personnel Salaries | State | 0.00 | 267,539.00 |
| 1000-1999: Certificated Personnel Salaries | State Grants and Apportionments | 9,665,945.00 | 9,720,198.00 |
| 2000-2999: Classified Personnel Salaries | Federal | 1,680,361.00 | 1,700,647.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Base | 34,006,782.00 | 36,621,163.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental | 4,356,914.00 | 4,345,696.00 |
| 2000-2999: Classified Personnel Salaries | LCFF, State and Federal Grants, and Local | 20,098,056.00 | 21,060,395.00 |
| 2000-2999: Classified Personnel Salaries | Local | 3,286,818.00 | 2,948,041.00 |
| 2000-2999: Classified Personnel Salaries | State | 20,856.00 | 19,279.00 |
| 2000-2999: Classified Personnel Salaries | State Grants and Apportionments | 17,942,421.00 | 16,203,360.00 |
| 3000-3999: Employee Benefits | Federal | 1,992,182.00 | 2,130,024.00 |
| 3000-3999: Employee Benefits | LCFF Base | 52,379,537.00 | 73,516,430.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental | 8,108,145.00 | 7,556,038.00 |
| 3000-3999: Employee Benefits | LCFF, State and Federal Grants, and Local | 23,840,756.00 | 24,954,626.00 |
| 3000-3999: Employee Benefits | Local | 1,570,354.00 | 1,297,568.00 |
| 3000-3999: Employee Benefits | State | 368,963.00 | 102,119.00 |
| 3000-3999: Employee Benefits | State Grants and Apportionments | 45,863,659.00 | 33,877,385.00 |
| 4000-4999: Books And Supplies | Federal | 728,633.00 | 883,215.00 |
| 4000-4999: Books And Supplies | LCFF Base | 15,608,245.00 | 10,368,925.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental | 1,701,879.00 | 1,252,020.00 |
| 4000-4999: Books And Supplies | LCFF, State and Federal Grants, and Local | 1,405,853.00 | 7,898.00 |
| 4000-4999: Books And Supplies | Local | 838,962.00 | 1,646,060.00 |
| 4000-4999: Books And Supplies | State | 1,562,620.00 | 1,611,503.00 |
| 4000-4999: Books And Supplies | State Grants and Apportionments | 5,483,863.00 | 2,777,705.00 |
| 4200 Textbooks | LCFF Base | 2,927,000.00 | 1,752,229.00 |
| 4200 Textbooks | LCFF Supplemental | 523,680.00 | 401,910.00 |

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| 4200 Textbooks | Prop 20 Lottery | 1,597,045.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Federal | 447,424.00 | 918,013.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Base | 22,228,451.00 | 21,351,296.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental | 2,182,268.00 | 2,124,668.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF, State and Federal Grants, and Local | 3,652,025.00 | 3,823,408.00 |
| 5000-5999: Services And Other Operating Expenditures | Local | 1,107,385.00 | 1,820,911.00 |
| 5000-5999: Services And Other Operating Expenditures | State | 81,378.00 | 83,918.00 |
| 5000-5999: Services And Other Operating Expenditures | State Grants and Apportionments | 2,788,918.00 | 2,799,985.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF Supplemental | 0.00 | 144,174.00 |
| 6000-6999: Capital Outlay | Federal | 11,177.00 | 0.00 |
| 6000-6999: Capital Outlay | LCFF Base | 50,000.00 | 3,169,693.00 |
| 6000-6999: Capital Outlay | LCFF, State and Federal Grants, and Local | 250,000.00 | 264,889.00 |
| 6000-6999: Capital Outlay | State | 16,609.00 | 302,263.00 |
| 7000-7439: Other Outgo | LCFF Base | 2,800,000.00 | 5,375,000.00 |
| 7000-7439: Other Outgo | LCFF, State and Federal Grants, and Local | 0.00 | 539,684.00 |
| 7000-7439: Other Outgo | State | 106,377.00 | 60,232.00 |

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

| Total Expenditures by Goal | | |
|-----------------------------------|---|---|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 123,668,824.00 | 122,866,040.00 |
| Goal 2 | 46,610,501.00 | 49,781,172.00 |
| Goal 3 | 310,134,655.00 | 315,361,832.00 |

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

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

| Total Expenditures by Offering/Program | | |
|--|------------------------|------------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$2,466,617.00 | \$2,395,000.00 |
| Distance Learning Program | \$9,904,841.00 | \$10,117,218.00 |
| Pupil Learning Loss | \$708,710.00 | \$667,209.00 |
| Additional Actions and Plan Requirements | \$132,082.00 | \$124,236.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$13,212,250.00 | \$13,303,663.00 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|-----------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$2,466,617.00 | \$2,395,000.00 |
| Distance Learning Program | \$2,972,841.00 | \$2,952,147.00 |
| Pupil Learning Loss | \$281,394.00 | \$239,893.00 |
| Additional Actions and Plan Requirements | \$51,500.00 | \$43,654.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$5,772,352.00 | \$5,630,694.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|-----------------------|-----------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | | |
| Distance Learning Program | \$6,932,000.00 | \$7,165,071.00 |
| Pupil Learning Loss | \$427,316.00 | \$427,316.00 |
| Additional Actions and Plan Requirements | \$80,582.00 | \$80,582.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$7,439,898.00 | \$7,672,969.00 |



CLOVIS

U N I F I E D

SCHOOL DISTRICT

Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------------|--|
| Clovis Unified School District | Eimear O'Farrell Superintendent | eimearofarrell@cusd.com 559-3279000 |

Plan Summary [2021-22]

General Information

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

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

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

Reflections: Successes

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

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

In the area of Academic Progress:

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

In the area of Academic Engagement:

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

In the area of Conditions and Climate:

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

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

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

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

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

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

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

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

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

Foster Youth:

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

Homeless:

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

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

Reflections: Identified Need

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

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

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

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

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

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

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

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

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

Suspension: Yellow-All; Red-FY, Homeless

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

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

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

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

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

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

*Increase connections to community mentors.

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

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

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

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

LCAP Highlights

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

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

Supplemental Funding Projection for 2021-22:

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

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

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

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

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans.

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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



Stakeholder Engagement

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

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

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

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

Stakeholder Engagement Feedback:

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

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

A summary of the feedback provided by specific stakeholder groups.

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

Parents:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students:

What is your current grade level?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A) Yes (17% of elementary students)

B) No (83% of elementary students)

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

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

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

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

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

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

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

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

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

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

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

Are you in special education?

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

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

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

Are you an English Learner (EL) student?

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

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

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

Are you in GATE?

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

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

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

What is your gender?

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

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

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

Which of the following best describes your race?

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

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

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

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

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

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

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

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

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

Differentiated Assistance: Foster and Homeless:

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

Children's Health Center:

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

English Learner Services:

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

Area Teacher Coaches:

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

Technology Access and Engagement:

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

Intervention:

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

Additional Thoughts:

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---------------------------------------|
| 1 | Maximize Achievement for ALL Students |

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Operate with Increasing Efficiency and Effectiveness |

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Actions

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

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

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

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

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

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

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

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

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

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

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

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

Total Expenditures Table

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

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

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

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

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

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

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

Contributing Expenditures Tables

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

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

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

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

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

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

Annual Update Table Year 1 [2021-22]

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

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

| | | |
|----------------|----------------------------------|-------------------------------|
| Totals: | Planned Expenditure Total | Estimated Actual Total |
| Totals: | | |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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