



LCFF Budget Overview for Parents

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

CDS Code: 10-75127

School Year: 2022-23

LEA contact information:

Jose M. Ochoa

Director of State & Federal Programs

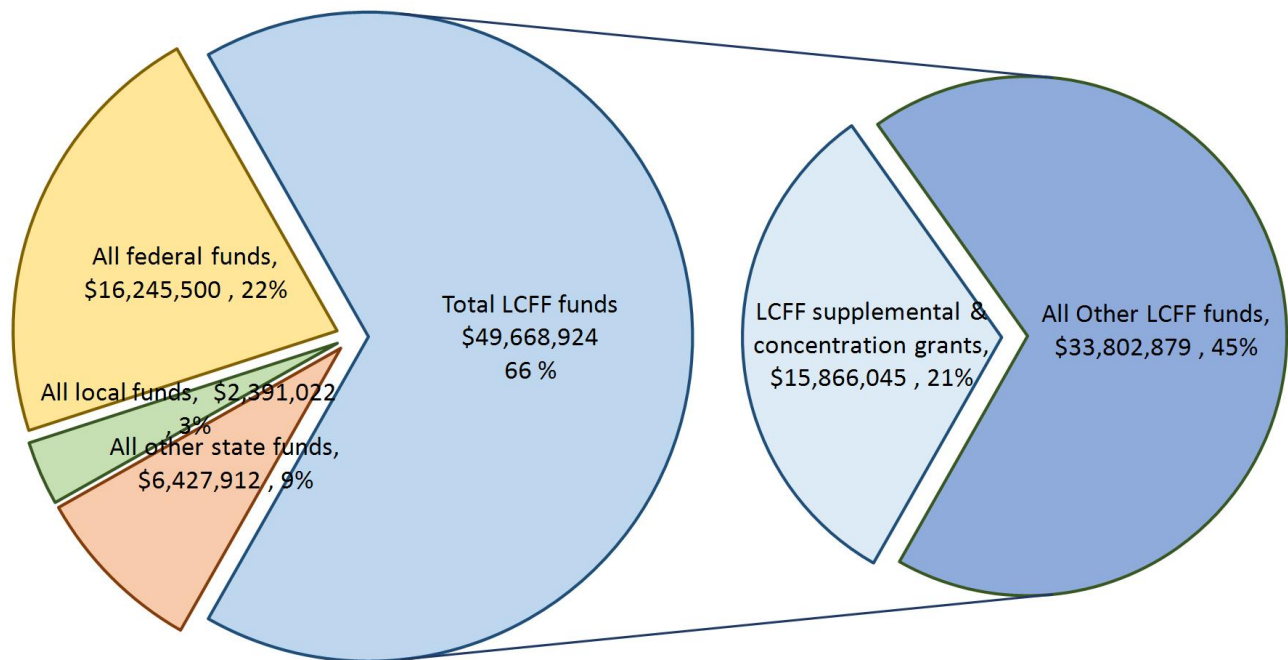
projects@mendotaschools.org

(559) 655-2503

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

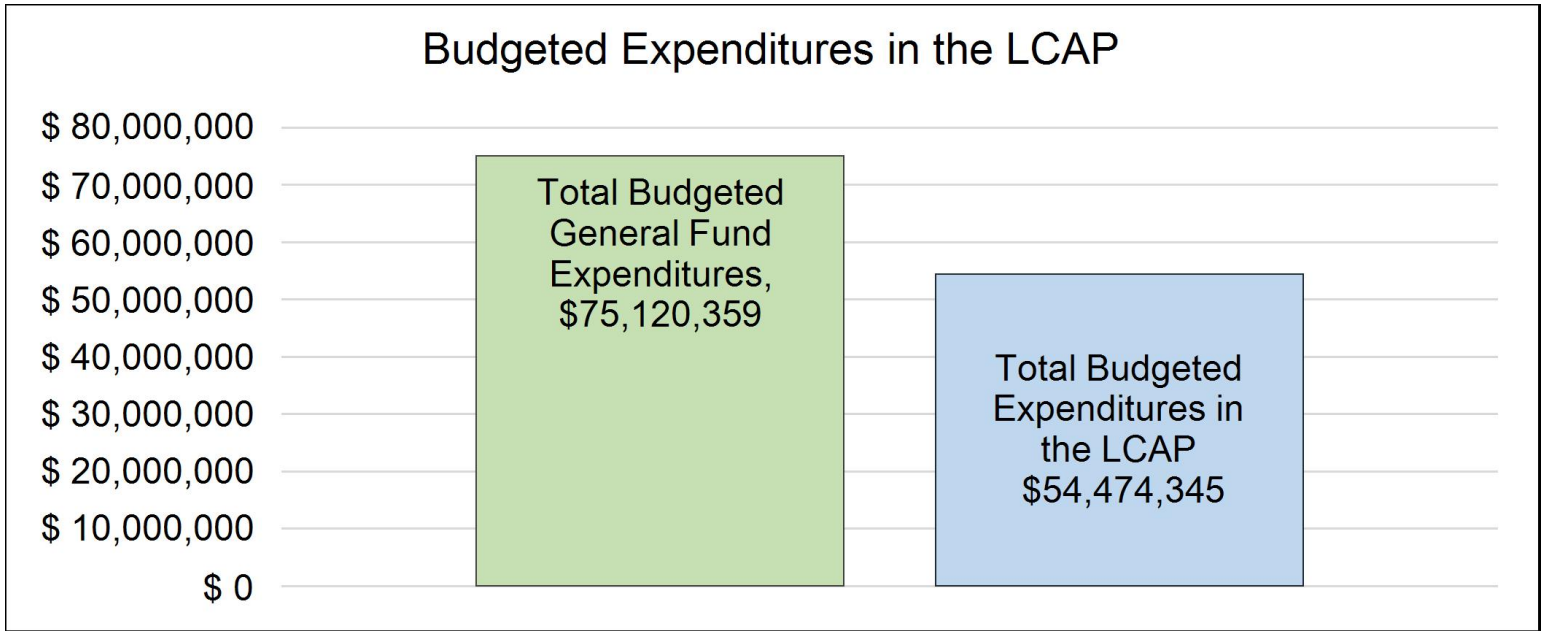


This chart shows the total general purpose revenue Mendota Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mendota Unified School District is \$74,733,358, of which \$49,668,924 is Local Control Funding Formula (LCFF), \$6,427,912 is other state funds, \$2,391,022 is local funds, and \$16,245,500 is federal funds. Of the \$49,668,924 in LCFF Funds, \$15,866,045 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 Mendota Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mendota Unified School District plans to spend \$75,120,359 for the 2022-23 school year. Of that amount, \$54,474,345 is tied to actions/services in the LCAP and \$20,646,014 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

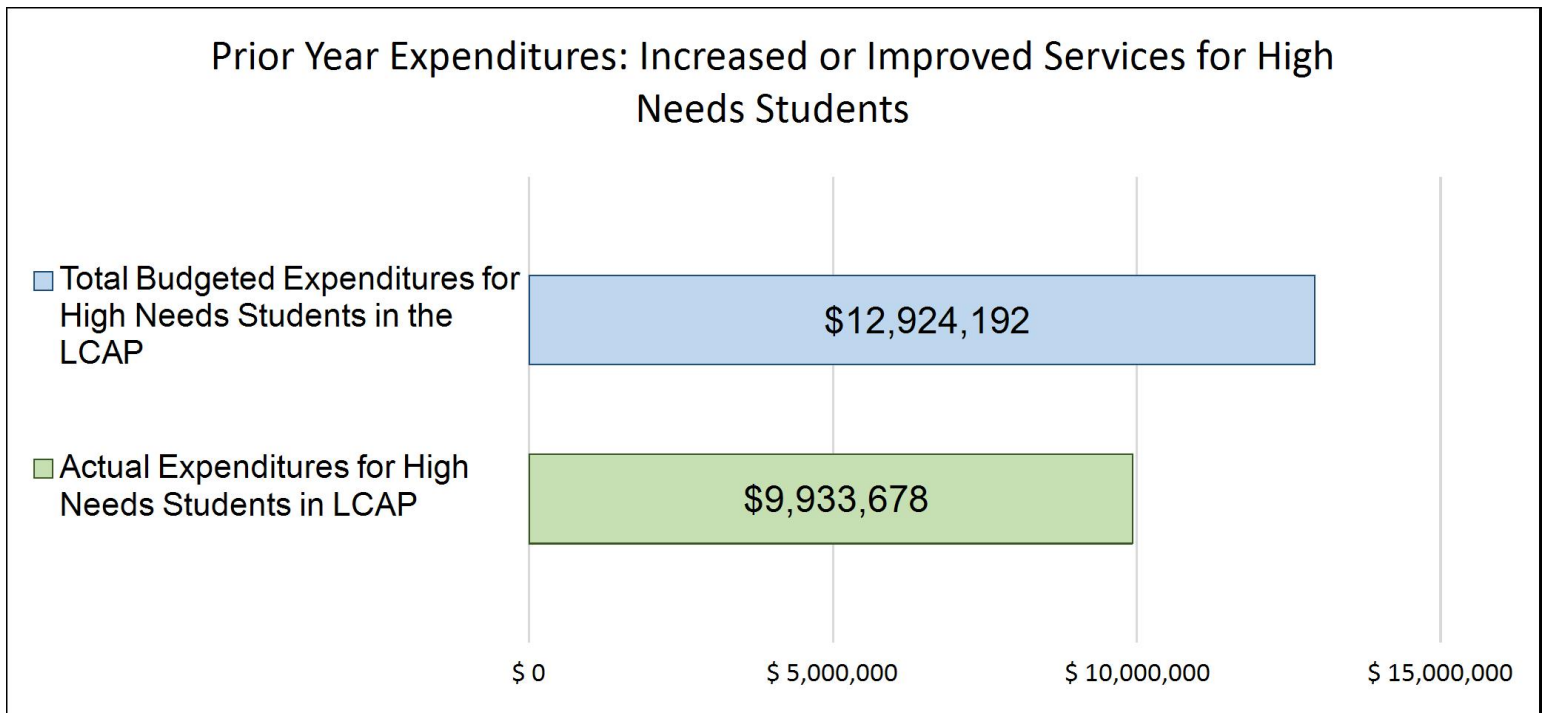
In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance and activities.

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

In 2022-23, Mendota Unified School District is projecting it will receive \$15,866,045 based on the enrollment of foster youth, English learner, and low-income students. Mendota Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mendota Unified School District plans to spend \$21,017,555 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Mendota Unified School District's LCAP budgeted \$12,924,192 for planned actions to increase or improve services for high needs students. Mendota Unified School District actually spent \$9,933,678 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-2,990,514 had the following impact on Mendota Unified School District's ability to increase or improve services for high needs students:

Actual expenditures were less than the total budgeted expenditures during the 2021-22 school year. Fortunately, planned actions/services were not impacted by the difference. Not all actions/services were fully executed due to the the lack of participation. During this school year COVID 19 still impacted the participation in services - QUARANTINE. Additionally, the district was able to use other funding sources to ensure that planned actions/services were executed/implemented accordingly. The difference will now be budgeted into the 2022-23 LCAP to be used on high needs students under increased or improved services.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mendota Unified School District	Jose M. Ochoa Director of State & Federal Programs	projects@mendotaschools.org 5596552503

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

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

Mendota Unified School District (MUSD) has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. MUSD engaged its community partners regarding the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP specifically the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities are described within the district's Local Control and Accountability Plan 2021-2022 which can be found at https://www.musdaztecs.com/apps/pages/index.jsp?uREC_ID=247804&type=d&pREC_ID=1451354 (p. 71-74)

Engagement opportunities for these funds included:

Mendota Unified School District used a variety of methods to solicit input from all of its educational partners. MUSD's educational partners include parents, students, certificated staff, classified staff, site administration, district administration, Fresno County SELPA, and the local bargaining units for classified and certificated staff. The district's Director of State & Federal Programs hosted separate meetings for each partner group. During these meetings the following was discussed:

1. An explanation on how the funds provided through the Budget Act of 2021 were used and or will be used
2. A clear description of what LCFF is and what the development of the 2022-23 LCAP will entail
3. Data related to the eight state priorities
4. The district's current mission and vision
5. The district's current plan, current goals, and current obligations (including how the 15% increase will be used to increase FTE's and reduce the student to staff ratio)
6. "Pupils" - unduplicated pupil representation included; almost 100% of our students are included in the unduplicated count.

In addition, the district held SSC, ELAC, DELAC and DAC meetings to discuss data and to monitor the progress of students through the end of the current school year. Participants of these meetings were (1) informed of the district's progress with site specific goals and LCAP goals, (2) discussed actions that were implemented to achieve the goals, and (3) provided with evidence that demonstrates progress or lack of.

During all meetings, the district will provide meeting participants the opportunity to complete a survey. Survey results were used to collect feedback from parents and participants on their level of satisfaction with (1) district goals, (2) actions/services, and (3) expenditures.

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

All school sites in Mendota Unified School District have an enrollment of unduplicated student groups greater than 55%. Staff positions or hours that will be increased at each school include:

* Washington Elementary School - For increased student support additional hours will be given to instructional aides. In addition to this, other classified employees will also be given more hours to be able to better serve the students of this school. For next school year, the district is looking to hire additional TK instructional aides for this school site.

*Mendota Elementary School - For this current school year, 2 additional teachers were hired to reduce class size and for next school year the district is looking to hire an additional RSP teacher. Furthermore, additional hours will be given to instructional aides for the purpose of increasing staff FTE at this site. Similar to Washington School, other classified employees will also be given more hours to be able to better

serve the students of the school. A maintenance/grounds position was also added this school year to assist with the site's upkeep. Lastly, for next school year, the district is looking to hire additional TK instructional aides for this site as well.

*McCabe Elementary School - For this current school year, this school site is seeking to hire two additional teachers. The positions have been opened and will remain open until filled. Also for this school year, the district added a custodial position to this school site. And similar to the other elementary schools, additional hours will be given to instructional aides for increased student support. In addition to this, other classified employees will also be given more hours to be able to better serve the students of this school. For next school year, the district is looking to hire additional TK instructional aides for this school site.

*Mendota Junior High School - For next school year, the district will look to reduce class sizes at this school site. Currently, an internal audit is being conducted to see if the need to reduced class sizes exist and to determine the subject areas. Based on this review, steps will be taken to hire the additional teachers as needed. In addition to this, the district is also looking to provide additional student support services due the site's increasing enrollment. Positions that are being considered for this include that of a Guidance Instructional Specialist and a Guidance Instructional Advisor. And similar to the elementary schools, additional hours will be given to instructional aides. In addition to this, other classified employees will also be given more hours to be able to better serve the students of this school.

*Mendota High School - This current school year a total of 2.5-teacher FTEs were added to this school site. In addition to this, an instructional aide position was also added to this school site. For next school year, the district will look to reduce class sizes at this school site. Currently, an internal audit is being conducted to see if the need to reduced class sizes exist and to determine the subject areas. Based on this review, steps will be taken to hire the additional teachers as needed. And similar to the elementary schools, additional hours will be given to instructional aides. In addition to this, other classified employees will also be given more hours to be able to better serve the students of this school.

*Mendota Continuation School: This year 1/2 a teacher was added to this school site. For next school year, class sizes will be monitored closely and staff will be added as necessary. And similar to the elementary schools, additional hours will be given to instructional aides. In addition to this, other classified employees will also be given more hours to be able to better serve the students of this school.

The direct increased/improved services that this will provide to students include reduction of the student-to-teacher ratios at all school sites and more individualized instructional support provided by instructional aides. Service hours will also be increased for other non-instructional classified employees to ensure that our students have an above average educational experience. In general, many services will also increase in duration resulting in staff FTE increases at all school sites. As with any service/action provided, all of these increased/improved services will be closely monitored, evaluated, and modified as needed to ensure the success of our students including the unduplicated student groups.

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

Mendota Unified School District (MUSD) has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as MUSD sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan;
https://www.musdaztecs.com/apps/pages/index.jsp?uREC_ID=247804&type=d&pREC_ID=1451354 (p. 2-5)
- Expanded Learning Opportunities Grant Plan;
https://www.musdaztecs.com/apps/pages/index.jsp?uREC_ID=247804&type=d&pREC_ID=1451354 (p. 1-2)
- Local Control and Accountability Plan; https://www.musdaztecs.com/apps/pages/index.jsp?uREC_ID=247804&type=d&pREC_ID=1451354 (p. 71-74)
- ESSER III Expenditure Plan; https://www.musdaztecs.com/apps/pages/index.jsp?uREC_ID=247804&type=d&pREC_ID=1451354 (p. 2-4)

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

Implementation of Safe Return to In-Person Instruction & Continuity of Services Plan AND ESSER III Plan

Health and safety of students, educators, and other staff

Successes:

Providing a healthy and safe learning and working environment for all including the district's educational partners was and is a priority of our district. Through the implementation and execution of the Safe Return to In-Person Instruction Plan the district has been able to accomplish this. Successfully reopening our schools was our first big win. The district has also been able to partner/contract with outside agencies to provide improved health services (both mental and physical). Through the use of all of the personal protection equipment (PPE) purchased and the development of new health and safety protocols, the district has been able to better mitigate the spread of the virus. Furthermore, the district has been and will continue to provide remote-learning to students who are/were quarantined due to COVID.

Challenges:

Making sure that students, staff, and all educational partners understood how the district would reopen was a challenge. So communication of the reopening plan and of the new safety procedures and protocols was a priority. The district was able to do this by providing clear and consistent messaging in both Spanish and English using the district website, marquees, notices/letters, phone messaging, and social media platforms. Once onsite, dealing with symptomatic students and staff and contact-tracing was also a challenge. However, the district was able to contract with outside agencies for additional medical personnel. These contracted services assisted the district with testing, contact-tracing, and needed communication to mitigate the spread of the virus.

Continuity of services

Successes:

The district has been able to ensure a good quality educational program for students that are not receiving in-person schooling. Staff and students have been provided with all of the resources needed to accomplish this. In addition, students, staff, and parents have been trained on distance learning best practices and have been provided with supplemental programs that will ensure that all students including English Learners and Students with Disabilities are receiving the support and differentiated instruction needed. In addition to this, the district continues to offer interventions for students not receiving in-person instruction in the form of online tutoring. This tutoring is offered by our certificated staff and also by a supplemental online tutoring program that provides tutorial 24/7. Lastly, being able to provide meals for all has been a continued success. From the onset of the pandemic, the district figured out how to accomplish this with health and safety in mind and has been able to continue to offer this service for students that are not receiving in-person instruction. Through the use of the additional funding sources, the district has been able to offer the Food Services Department the support needed to continue this service without interruption.

Challenges:

The biggest challenge when trying to offer a quality distance learning program is ensuring a consistent and stable internet connection. In a rural community, not a single internet service provider is able to cover the district as a whole. Therefore, the district had to contract with more than one provider to ensure that the majority of our students would have a good internet connection. The other challenge the district was faced with in this area was ensuring that all instructional staff had the training to provide distance learning instruction. The Director of Instruction and Curriculum worked with the county office of education to provide training for all involved. In addition, all school sites now have onsite staff member that can continue to provide teachers with the necessary training for the implementation of this type of instruction. Lastly, an ongoing challenge that the district is faced with is the low participation of our students in the extended learning offerings the district is providing. Advertisement and announcements for these services are provided and made. All communication means (notices/letters, internet-website and social media, phone messaging, and marquees) are used along with personal phone messaging. Offering extended learning opportunities to mitigate learning loss will continue to be a district priority regardless of participation rates.

Implementation of the ESSER III Expenditure Plan - Educational Partner feedback and student data was used to develop this expenditure plan. Based on this, the district will use this funding source to improve on both "in-person" and "distance learning" instructional offerings and practices.

Successes:

Knowing that the district would still be offering remote learning (to students that are quarantined or AB 130 students - independent study), the district decided to continue to offer the teaching staff professional development in this area to continue to improve on this practice. Since the start of distance learning to present date, teachers have made great gains to ensure that this type of instruction is as effective as possible. In addition to this, students and parents have also been trained on distance learning best practices to ensure a better quality education. To supplement and strengthened distance learning, the district purchased supplemental programs that are aligned to the state standards and help students on the independent study option. Providing internet service and devices (chromebooks or tablets) to all was also huge success. All MUSD students were provided with a device and those in need of internet were provided with a district purchased hot-spot. This ensures that if a student is not able to receive in-person instruction, they at least have access to the instruction, curriculum, and materials digitally.

To address the needs of those students attending in-person instruction and needing additional support and intervention, a focused-data-driven after school tutorial program is offered at every school site. It must also be noted that tutoring is also made available to students not receiving in-person instruction. Current data demonstrates that students are progressing better than the previous year at this point and time. In addition to the extended time after school, all students will be offered and extended data-driven summer school program that will be focused on ELA, Math, and ELD.

Through the use of ESSER III funds, the district has been able to provide improved services for both in-person students and remote learning students. The plan will continue to be monitored to ensure that interventions are addressing the student needs and the district's educational partners will continue to be informed and encouraged to participate in providing the district with feedback and support.

Challenges:

Procuring supplies was a challenge early on. Many school districts and other industries and businesses were also in the market for personal protection equipment and technology.

The district's student enrollment has been steadily increasing over the past several years. In particular, Mendota High School has been heavily impacted by the increasing enrollment. The district faced a tremendous challenge when considering bringing the students back to receive in-person instruction in a safe manner due to overcrowding. Therefore, to address this matter, the district has decided to use ESSER III funds for expansion projects at Mendota High School that will allow for improved social distancing practices and overall improved services. The challenges that come with these projects are the obvious such as: (1) project planning process, (2) project duration, and (3) the ability to construct and work while students are on campus.

To address the impact of lost instructional time, the district has decided to partner with the City of Mendota on a city-wide internet project. The partnership is not the challenge; the challenge is understanding that a project like this will take a long time to start and then complete. The project has made some development gains since it's commencement and it is anticipated that it will be completed by the Fall of 2022.

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

Safe Return to In-Person Instruction and Continuity of Services Plan

Mendota Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by making purchases that would maintain the health and safety of students, educators, and other school staff. The district accomplished this by making the following large-scale purchases: masks/face coverings, plexiglass barriers-for students and staff, hand sanitizer and hand sanitizing stations, handwashing stations, antiseptic hand wipes, signage and posters, AND custodial supplies and equipment that could properly disinfect (facilities and equipment). To ensure proper and consistent use of the listed above, policies and protocols were adopted that were consistent with the recommended local and state health guidelines. In addition to this, MUSD used its fiscal resources to also ensure continuity of services to address students' academic needs and other student needs such as health and nutrition. To do this during the 2021-22 school year, the district continued to provide all students with internet and an internet compatible device. To go along with this, instructional staff (certificated and classified) were provided with training to ensure a quality education. Understanding that both students and staff must be healthy (both mentally and physically) prior to being capable to work and learn, the district also used its resources to provide mental and physical health resources. Lastly, providing meals to all students remained a priority for the district. Students that are receiving in-person instruction get a daily warm meal and students that are not physically in school are provided with an opportunity to pick up a daily grab-n-go meal.

For the purpose of updating this plan, the Director of State & Federal Programs and the Director of Curriculum & Instruction collaborate and also consult with the district's educational partners for input. This plan is made available to all via the district website and is also translated so that it is understandable to all.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services in this plan- the LCAP. Safety is a district priority and as such evidence of this can also be found within the district's LCAP. Actions/services found within goal #2 (page 84) of the district's LCAP address both physical and mental health. Goal #2 of the district's LCAP also addresses the need and how "all" students will be engaged. The district's Director of State & Federal Programs authors and monitors the district's LCAP in addition to providing oversight of all the additional funding. Having knowledge of the LCAP, allows this director to align all of the district's resources to ensure greater success in addressing the district's goals and priorities. The district's overarching goal/plan is to be data-driven and ensure that all plans are aligned along with their respective matching funds.

ESSER III Expenditure Plan

Mendota Unified School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by implementing strategies for continuous and safe in-person learning and by addressing the impact of lost instructional time. Practicing social distancing in schools that are at capacity is a challenge (in particular at Mendota High School). To improve on this, the district decided to use some of its additional fiscal resources to expand and create larger spaces that will allow for improved social distancing at Mendota High School. Although still in the developmental phase, the facility improvement projects at Mendota High School are still moving forward. To improve on indoor air

quality, the district is looking to upgrade the heating, ventilation, and air conditioning systems, filtering purification, and other air cleaning systems to reduce the risk of virus transmission and exposure at all school sites. This project is also in the developmental phase and will commence in the very near future. To address the impact of lost instructional time, the district continues to provide internet service for every student in need. Currently, the district continues to pay for monthly internet service for all students in need. Moving forward, the district has begun to collaborate with the City of Mendota on a "city-wide" internet service project. Ensuring that all students have access to instruction and curriculum, even when in-person instruction is feasible or attainable, is a priority. To further mitigate the impact of lost instructional time, the district provided and will continue to provide extended day opportunities (after school tutoring and other afterschool offerings) and extended summer school programs. To supplement these services, the district has provided staff with professional development and supplemental instructional programs. District leadership along with site leadership ensure that all additional instructional time offered is strategic and focused.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services in this plan- the LCAP. Goal #1 action #6 of the district's LCAP addresses the need to keep all students engaged via technology. Goal #2 action #11 addresses the need to keep the district facilities maintained and improved for better execution of services. The district's Director of State & Federal Programs authors and monitors the district's LCAP in addition also authoring and implementing the district's ESSER III Expenditure Plan. Having knowledge of the LCAP, allows this director to align these two plans and better leverage funds for the attainment of common goals.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

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

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

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mendota Unified School District	Jose M. Ochoa Director of State & Federal Programs	projects@mendotaschools.org (559) 655-2503 (559) 655-2503

Plan Summary [2022-23]

General Information

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

Mendota California is a small rural community located on the western side of Fresno county with a population of approximately 12,000. California's drought situation has impacted the community. What once use to be a thriving farming community is now a resilient community that is less dependent on the farming industry; therefore, Mendota has become a part of the movement that includes technology and green energy. Years ago, people migrating to Mendota were primarily coming from Mexico in search of a better life through the agriculture industry. Trends now indicate that more families are migrating to Mendota from Central America in search of an opportunity to commence a new beginning. This immigration trend has made the City of Mendota a culturally rich community.

The Mendota Unified School District serves more than 3,800 students. Ninety-seven percent are Hispanic and between 95% to 100% of the students are socially-economically-disadvantaged. Approximately 57% of the students are classified as English Learners and currently the district has less than 5 Foster Youths. A total of 7 schools serve these students: Washington Elementary School (K-1), Mendota Elementary

School (K-6), McCabe Elementary School (2-6), Mendota Junior High School (7-8), Mendota High School (9-12), Mendota Continuation School (9-12), and Mendota Community Day School (6-12). Student safety and academic achievement along with providing many opportunities for continued growth and engagement for students and educational partners are district priorities. Hiring practices for the district reflect the needs of the students. Providing highly qualified staff at all levels is at the core of the district's mission.

Approximately eleven percent of the students enrolled in the district are classified as Title III Immigrant students (students not born in the U.S. and attending U.S. schools for a total of less than 3 years). Many of these immigrant students are enrolling in our high schools with no transferable secondary course credits. The large majority of these newcomer-students come to us with little or no educational experience. Therefore, the district has established a newcomer program that provides these students with intensive support and access to the core offerings. Unfortunately, some of these newcomers are enrolling as 11th and 12th graders and the reality is that they will not be able to complete the 250 required credits to graduate with their respective cohort. The passage of AB 2121, which allows LEA's to waive graduation requirements for newcomer students, may help with this challenge assuming that these students will perform at a top level in every course they are enrolled in and assuming that no other variables will affect their progress. As the community of Mendota continues to offer immigrant families opportunities, our school district will continue to enroll these students. This is a challenge that the school district embraces and moves forward with by offering these students the needed services and opportunities for their continued growth.

Reflections: Successes

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

Due to COVID 19 state law has suspended the reporting of state and local indicators on the dashboard for the 2019/20 and 2020/21 academic years. However, Mendota Unified School District would like to continue to reflect on previously reported data and provide current data as it becomes available.

In a school district where more than half of the student population is English Learner, the progress our schools' continue to make with this subgroup should be highlighted and celebrated. The 2018/19 dashboard data indicated that in the area of ELA our EL's increased 9 points and in the area of mathematics they increased 11 points. In addition, it must be noted that the graduation rate for our EL's has increased to 80.6%; in 2018/19 the graduation rate was 58.2%. Another noted area of previous success for our English Learner population was the College/Career area; in 2018 15.8% were prepared and the most recent data (2019) provided by the dashboard shows that we have 26.2% prepared. Although schools were closed during the 2020/21 school year and some students remained on "distance learning" during the 2021/22 school year, CTE and AP offerings remained a priority for the district and course offerings in these areas did not decrease; the student information system demonstrates that our EL's continue to be enrolled in these offerings. Lastly, this subgroup has made significant gains in terms of reading on grade-level. During the 19/20 school year we had 48% of K-6 English learners reading on grade level. This current school year we have 35% of K-6 English Learners reading on grade level; a significant drop that can be attributed to the school closures that occurred during the 2020/21 and the significant amount of students absent from school due to quarantine during the 2021/22. To mitigate learning loss and address this drop, the focus of the district's Response to Intervention program will continue to be literacy. The district's continued focus on literacy previously translated to increased reclassification rates. Unfortunately, last school year (2020/21) the

reclassification rate dropped to 5.5%. During the 2017/18 school year our reclassification rate was 9%; for the 19/20 school year it was reported as being 12.8%. Lastly, 2018/19 ELPAC data indicates that more than half of our English Learners who took the assessment scored a level 3 or higher on the assessment. For the 2020/21 school year approximately 30% of our English Learners who took the assessment scored a level 3 or higher. The drop can be attributed to the loss of instruction due to the Pandemic (COVID-19).

Current benchmark data (2021/22 school year) data demonstrates that ELs are making significant gains in the areas of ELA, Math, and language development. The district is using a Smarter Balanced interim assessment (Interim Compressive Assessment – ICA) to measure and monitor current progress. The most recent results of this assessment demonstrate that our ELs (as a whole) are making satisfactory progress. According to the ICA results, 34.6% of our ELs are meeting or exceeding standard in the area of ELA and in the area of Mathematics 25.14% of our ELs are meeting or exceeding standard. Understanding that at mid-year, not all standards have been address, leads the district to believe that Spring 2022 SBAC results will be much improved when compared to last year's results.

For the 2022/23 school year the district will continue to place a huge emphasis on the Response to Intervention (RTI) program. The focus of the RTI program will continue to be literacy. This strategic focus has previously resulted in our students making positive gains in comprehension which in turn has resulted in an increase in the number of students exiting the English Learner Program as indicated above. Currently, the district has 35% of our English Learners in grades K-6 reading on grade level as measured by the Fountas and Pinnell literacy assessment. The district will continue to support this initiative and continue to hold the school sites accountable for progress in reading levels by requesting in depth data analysis from each respective school site. Goal #1 action 5 (Learning Interventions and Supports) of the 2022/23 LCAP details the RTI program.

Implementation of the state standards and ensuring that all students have access to the standards is a priority that the district continues to meet. According to the state-provided "self-assessment" tool, our district continues to make progress in implementing the state standards and in the area of providing instructional support for staff for proper execution of this. Ensuring that teachers have access to resources, support, and professional development for proper and data-driven execution of instructional practices has been and will continue to be the focus for improvement in both English Language Arts and Mathematics. Setting up systems, practices, and protocols, for staff to follow and ensuring that this is being implemented effectively has been and will continue to be a priority for the district.

Previous dashboard data (2018/19) indicates that the district made growth in the area of Mathematics (increased by 15.3 points). To maintain and build in the area of math, the district will continue to fund the "Teach-To-One" initiative at Mendota Junior High. The program was first implemented during the 2017/18 school year at Mendota Junior High School and data demonstrated positive growth for the two ensuing years - 9.7 points and 9.8 points respectively. Based on the performance outcomes with this program at Mendota Junior High, the district proceeded to implement this same program at Mendota High School during the 2021/22 school year. Unfortunately, current data in the area of math shows that as a district there was a significant drop in the percentage of students that met or exceeded standard; from 29.35% in 2018-19 to 11.83% in 2020-21. Once again, it must be noted that during the 2020-21 school year state assessments were administered and taken remotely.

The district's elementary schools have continued with the Swun Math initiative. Previous dashboard data demonstrates that both McCabe Elementary School and Mendota Elementary School both made increases after the initial implementation of the Swun Math program. Both

the Teach-To-One program and the Swun Math program are structured programs that work best when both teachers and students are in the classroom together. So although last year's data demonstrates that there was a decrease in students meeting or exceeding standard, the district has continued and will continue to support both programs for this current year and moving forward based on previous performance outcomes. In addition to this, the district intends to expand the Swun Math initiative to the secondary schools. To build upon successes prior to school closures, teachers and staff will be provided with opportunities for professional development (Teach-To-One & Swun) and continue to closely monitor student progress. Student monitoring and staff professional development is supported throughout the plan; details of this support can be evidenced within goal #1 action 8 (Support Staff) and within goal #3 action 5 (Professional Development - EL PD).

The increase with regards to the College and Career Readiness indicator during the 2018/19 school year can be attributed to the high school's continued focus on expanding the CTE program and increasing it's Advanced Placement offerings. In addition, the high school has worked very hard in increasing it's dual credit offerings through a partnership with West Hills Community College. Through this partnership, the high school has been able to create pathways that allow many students the opportunity to graduate from high school with an AA degree or career pathway certification(s). To support the dual credit initiative the district hired an additional teacher during the 2020/21 school year to oversee the dual credit program to ensure student progress and for accountability (goal #2 action 9 - College and Career Readiness). For continued success and growth in this area, the district will look to hire an additional agriculture teacher during the 2021/22 school year. The FFA project at Mendota High School is now ready for students and it is believed that student interest will continue to increase. Despite schools being closed during the 2020/21 school year, the district's CTE completion rate went up to 54.5% almost meeting the district's goal of having a CTE completion rate of 55%. In general, the district will continue to support the Mendota High School's efforts in providing more opportunities for students to be able to be college and career ready and will hold site leadership accountable for the successful implementation and student completion of the programs. The details of the increased offerings and Mendota High school can be found within goal #2 action 9 (College & Career Readiness).

During this current school year (2021/22) there has been lots of discussions regarding "learning-loss" and how to address the impacts of COVID-19 and school closures. Fortunately, many of the systems and practices that can be found in previous LCAPs have continued to be in place during this school year and have help us identify and better monitor and serve students in need. Local assessments have always been used as a basis for guiding instruction. The "School-Closure" year allowed the district to transition to the use of the Interim Comprehensive Assessments which mirror the Smarter Balanced Assessment. In addition to this, the assessment cycles have been refined and staff now have a better understanding of the overall cycle of "Continuous Improvement" and of the purpose of Professional Learning Communities. Another previous practice that is being refined during this school year is the Student Study Team (SST) process. Once again, it has always been in place but not very well understood by all. Therefore, this school year, the district's Director of Instruction and Curriculum has provided professional development to ensure the following: (1) awareness of the the SST process, (2) the purpose of the SST, and (3) SST best practices. The details of these services can be found within goal # 1 of this plan.

MUSD always strives to provide our students and community with the best. In order to accomplish this, the district continues to ensure that all facilities and grounds are maintained and updated in an effort to improve or expand on current offerings. A tour of all the district's campuses will reveal that all school sites are well maintained and in good condition. The state department's "facility inspection tool" is used to determine this. School level results of the inspection tool can be found within each school site's School Accountability Report Card

(SARC). All SARCs can be found online at www.musdaztecs.com. Details of continued growth and improvement in this area can be found within goal #2 action 11 of this plan.

Safety is a district priority and the district continues to make improvements in this area. During the 2020/21 school year, the district provided funding for a total of 3 School Resource Officers. Professional development for staff in this area will continue to increase. School sites will still be required to conduct a minimum of three lockdown drills per school year. Lastly, during the 2019/20 school year a "Threat Assessment System" was being developed and will continue to be developed moving forward. To fully implement this threat assessment system, training and collaboration with outside agencies will be an ongoing need. For the 2022/23 school year, the district will continue to hold the safety of all as a priority and continue to support initiatives in this area as evidenced in goal #2 action 6 (Safe School Environment).

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 COVID 19 state law has suspended the reporting of state and local indicators on the dashboard for the 2019/20 and 2020/21 academic years. However, Mendota Unified School District would like to continue to reflect on previously reported data and provide current data as it becomes available.

Based on current data, the areas of identified need are: (1) Literacy, (2) Reclassification rate, (3) State assessments - percentage of students meeting or exceeding standards has declined in the areas of English Language Arts and Mathematics, and (4) drop-out rate.

Through meetings and discussions with our educational partners and based on the LCFF/LCAP Educational Partner Survey, it was revealed that the district should continue to work on hiring appropriately credentialed teachers that understand the unique needs and learning styles of our English Learners and low income students. It is believed that with appropriately credentialed and fitting teachers our students should make the necessary gains in the areas of need identified above. To accomplish this, the district will continue to partner the Fresno County Office of Education's Rural Residency Program (goal # 3 action 7). This partnership will allow the district to hire and bring back former students or candidates that have similar background to our students.

To address the regression of reading levels, the district's RTI program will focus on literacy where students will be constantly assessed and monitored and instructional supports will be provided as needed; specifically for our English Learners and low income students. Local and state data indicates that our ELs and low income students are struggling in the area of literacy and reading comprehension. Goal # 1 actions 2, 5, 7, 8, and 12 of this plan address these services in detail. The reclassification rate dropped significantly; from 12.8% in 2019/20 to 5.1% in 2020/21. Since the district's reclassification criteria includes that a student must be reading on grade level to be reclassified, the services noted above will also assist in ensuring improvement of this rate. In addition to this, goal #3 action 5 of this plan demonstrates that EL specific professional development will be provided. To address the decline in students meeting or exceeding standards in the state assessments, the district will continue to execute and implement the current LCAP and continue to refine the current systems and services. Current Interim Comprehensive Assessment data demonstrates that students are on target to make a 5% increase in both subject areas

when compared to the 2018-19 SBAC results. Lastly, despite the efforts that have been made to improve the district's graduation rate, the district's dropout rate remains high (14.9% in 2020/21). The 2020/21 dropout rate for the English Learner population is at 24.1%. To address this, the district will provide students with a positive place to be - goal #3. In addition to this, the district will continue to offer many engagement opportunities (CTE, dual-enrollment program, afterschool programs, and extracurricular programs) - goal #2. Goal #1 of the 2022/23 LCAP outlines and details many interventions, supports, and monitoring systems/services/actions that will be in place to ensure that the district's dropout rate decreases including the dropout rate of English Learners. These areas of need and the data pertaining to these areas have been closely analyzed and shared with all educational partners who attended the LCFF/LCAP engagement meetings for the purpose of attaining input and suggestions for improvement and growth.

The 2019 California School Dashboard indicated that Mendota Unified School District had 3 different subgroups with a significant performance gap when compared to all students in the same category. First, within the Graduation Rate indicator, the performance color for all students was "yellow" and for both the English Learner and Homeless subgroups it was "red". Secondly, in the area of English Language Arts, the performance color for all students was "yellow" and for the students with disabilities subgroup it was "red".

Since the release of the 2019 dashboard, MUSD has made progress in improving the graduation rates of the district's English Learner and Homeless populations. Current data demonstrates that the Homeless graduation rate is at 87.5% and the overall district graduation rate is 80.6%. However, the EL graduation rate is still below the district graduation rate; the current English Learner graduation rate is 70.4%. To continue to decrease this gap, more emphasis will be placed on proper identification and supports of Long-term English Learners, since the district has already refined the program placements of the newcomer English Learners. Data also continues to reveal that many of these students are entering the graduation cohort during the 11th and 12 grade. Previously, the focus for these students had been on providing them access to the core and support courses and not necessarily offering them the programs that would make them college and career ready. Since then, the district has established a newcomer pathway that has been revised to provide alignment with AB 2121 and the requirements of being college and career ready. In addition, the district was previously identified for Differentiated Assistance (technical support through the county office of education). Through this collaboration, it was found that the district needs to provide more opportunities for these students to develop a connection with the school by developing and creating more involvement/engagement opportunities for these students during and after school. Therefore, the 2018/19 and 2019/20 LCAPs had services that would help address these needs. Since then, the graduation rate for the Homeless student group has increased as noted above. Moving forward, the district will continue to expand on the CTE offerings (goal #2 action 9 - College and Career Readiness). Secondly, parent meetings will be held to offer information on the opportunities offered by the high school (goal #2 action 7 - Parent & Stakeholder Participation/Engagement). For students not making positive progress, intervention programs will continue to be in place such as tutoring and the newcomer pathway. Both the Guidance Instructional Specialist (GIS) and the Academic Coach will continue to work with students and staff to ensure progress and the site principal will to continue to closely monitor this (goal #1 action 8 - Support Staff and goal #1 action 5 - Learning Intervention and Supports). Lastly, to address this need the district was awarded a grant that allowed the hire of a counselor that will solely focus on these students. This will provide these students with more individualized attention and focus. The goal is that with this counselor and the supports provided by this plan (22/23 LCAP) these students (English Learners) will have an increase in graduation rate and a drop in the dropout rate.

According to the California School Dashboard, our English Language Arts performance indicator shows that our level of performance for all students in this area was "yellow". This same report indicates that the Students with Disabilities group is two performance levels below;

"red". To address this gap, the district will start by seeking to hire qualified teachers for this department (Special Education). Then the district will provide the adequate and appropriate resources along with professional development for the staff. These steps, actions, and services are detailed within this plan and can be found under goal #1 action 3 (Maintain IDEA Compliance) and goal #3 actions 2 & 5 - Certificated Staff & Professional Development (EL PD).

A priority of the district is to continue to provide many opportunities for involvement to ensure that our ELs and low income students produce increase rates in the areas of A-G completion and CTE completion and consequently reduce the chronic absenteeism rate for these two subgroups. To continue to do this, well maintained and updated facilities are needed. Based on local data (LCFF/LCAP Educational Partner Survey), over 80% of our education partners agreed that the district should continue to provide the resources needed to maintain and update 21st century learning environments to attract and gain greater participation of our low income and English Learner students in both academic and extracurricular events/activities. The steps that will be taken to accomplish this can be found within this plan under goal #2 action 11. To monitor attendance rates and patterns the district will continue to provide attendance clerks for each school site (goal # 2 action 10). Furthermore, to ensure that all students including English Learners and low income students are safe during their engagement and participation, the district will continue to provide safe-schools initiatives (goal #2 action 6) and mental and physical health supports (goal #2 action 5). The district and its Educational Partners believe that by providing these services, students will be more likely to continue to grow both academically and socially due to the increased welcoming and safe environments created by these services. The same survey, the LCFF/LCAP Educational Partner Survey, demonstrates the need and request for our district to continue to provide the technological resources that our English Learners and low income students need to successfully advance academically. The survey demonstrates that many of our ELs and low income students do not have a personal device (computer/tablet) and internet connection at home to be able to keep up with the new digital demands and resources needed to succeed. Goal # 2 action 1 details how the district intends to satisfy this need.

Lastly, the LCFF/LCAP Educational Partner Survey also demonstrated that the district should continue to provide opportunities for parents and community members to engage and partner with the district for the academic growth of the students; specifically English Learners and low income students. Discussions with educational partners have revealed that although the district is constantly encouraging participation and making every effort to ensure greater attendance in parent meetings/events, participation rates are still not at the desired state. So the district will continue to provide the resources needed to gain greater participation (goal #2 action 7). The district will also continue to collaborate with it's educational partners to gain more insight on ways to encourage and motivate for increased participation.

LCAP Highlights

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

Remaining as a district priority is "SAFETY". We believe that prior to educating a student, the student must feel safe and must be provided with a safe learning environment. The COVID-19 Pandemic has added a whole new layer of safety for students and staff. Therefore, the district will continue to support purchases related to Personal Protection Equipment (PPE) and materials/supplies/resources related to sanitation. So this year's plan shall continue to outline improved services in the area of safety. Evidence of this can be found within goal #2 action 6 (Safe School Environment) and in goal #2 action 13 (Personal Protection Equipment).

In recent years, the district has made major improvements in the area of technology - from having limited computer labs to now being a "one-to-one" school district. To maintain/sustain this effort the district will continue to invest in this area. This can be evidenced by reviewing goal #1 action 6 (Technology in & out of the classroom) and goal #2 action 1 (Information technology). In addition to this, after experiencing school closures and distance learning, the district will continue to make improvements to the district's technology infrastructure and provide internet service to students in need (goal #1 action 2 - Progress monitoring via technology and goal #2 action 8 - 21st century learning environments & opportunities).

Professional development will be another key focus area for the district. Ensuring that staff is adequately equipped and enabled to instruct our students including our English Learners is important. Therefore, providing ongoing professional development for all staff will remain a constant. Support of this can be found throughout the plan, but specifically for our English Learners, within goal #3 action 5 (Professional development - EL PD). Instructional support for teachers will also be provided in the form of Academic Coaches (goal #3 action 6 - Instructional support) and Instructional Aides (goal #1 action 7 - Paraprofessionals).

Finding and attracting quality teachers that are properly credentialed has been an ongoing challenge for the district. Therefore, the district will partner with Fresno County Superintendent of Schools (FCSS) in a collaborative residency program to attract "homegrown" teachers (goal #3 action 7 - Rural residency program).

Emphasis will also be placed on Parent Engagement. The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to academic growth. Details of this initiative can be found within goal #2 in actions 4 and 7 (Communication and outreach and Parent and stakeholder participation/engagement).

As enrollment continues to increase, providing smaller class sizes for quality instruction continues to be a priority. The details of this district wide initiative can be found within goal #1 action 10 (Class size reduction).

Understanding that our student population is diverse, the district will continue to provide many opportunities for students to engage in such as band in the elementary schools and increased/improved programs in the area of career technical education and dual credit programs through West Hills Community College. Evidence of this can be found within goal #2 actions 9 and 11 (College and career readiness and facility improvements).

Lastly, response to Intervention (RTI) continues to play a key role in our students' academic achievements. The focus of RTI is literacy; the ultimate goal of the program is that all students read on grade level. Implementation of the program is made possible by the Guidance Instructional Specialist (GIS) at each school site who monitor student progress throughout the school year. The RTI program is embedded within the instructional day at all of our elementary schools. We believe that improvement in the area of reading will also result in overall improved academic achievement. The support staff for this district initiative and program details can be found within goal #1 actions 5, 7, and 8 (Learning interventions and supports, paraprofessionals, and Guidance instructional specialist).

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.

No school was eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Mendota Unified School District used a variety of methods to solicit input from all. Educational Partner groups included parents, students, certificated staff, classified staff, site administration, district administration, Fresno County SELPA, and the local bargaining units for classified and certificated staff. The district held SSC, ELAC, DELAC and PAC meetings to discuss data and to monitor the progress of students throughout the school year in an effort to inform educational partners of the district's progress with site specific goals and LCAP goals, discuss actions that were implemented to achieve the goals, and shared evidence that showed progress toward meeting targets. In addition, during all the meetings held during the Spring of 2022, the district provided meeting participants the opportunity to complete an LCFF/LCAP survey. The LCFF/LCAP survey was used to collect feedback from parents and participants on their level of satisfaction with district goals and actions/services. This survey was posted on the district website for increased participation. All communications regarding the LCFF/LCAP survey were both in Spanish and English.

Throughout the school year comprehensive needs assessment meetings were held with district administrators and site administrators. Administrators reviewed data aligned with the metrics to determine if progress was being made in achieving the desired outcomes. Meetings were scheduled as data became available locally and through the state. Data analysis included a broad overview of reviewing aggregate data to determine areas of progress and/or concern. Follow up meetings included a deeper dive into the data by reviewing student detailed reports. The following meetings were held:

*August and October 2022 - Data was reviewed with principals who in turn reviewed the data with the teaching staff

*January - February 2022 - The Director of Instruction and Curriculum met individually with site principals to develop a plans that detail a course of action for the remainder of the school year and early preliminary actions for the start of the following school year (establish a continuum of services from year to year)

For the LCAP Year in Review meetings' the Director of State & Federal Programs collaborated with other district officials to develop materials for presentations to the district's Educational Partners. The outcome of this collaboration was a presentation for all educational partners that contained the following information.

1. A clear description of what LCFF is and what the development of the LCAP would entail
2. Data related to the eight state priorities as a point of reference for all Educational Partners
3. The district's current mission and vision
4. The district's current plan, current goals, and current obligations
5. "Pupils" - unduplicated pupil representation included; almost 100% of our students are included in the unduplicated count.

All of this information was compiled prior to key presentations in which input was solicited from each educational partner group. Presentations and corresponding materials were presented to the following groups:

District Advisory Council (PAC) - March 3, 2022
Secondary Students (MJHS) - March 7, 2022
Community Members & Parents - March 8, 2022
Community Members & Parents - March 10, 2022
Fresno County SELPA - March 10, 2022
Secondary Students (MHS) - March 14, 2022
Certificated (MTA) & Teachers - March 15, 2022
Classified (CSEA) & Classified - March 16, 2022
MUSD Administration (Principals, Directors, CBO, and Superintendent) - March 23, 2022
District English Learner Advisory Council (DELAC) - April 7, 2022

The draft LCAP was presented to PAC and DELAC on May 3, 2022 for their respective review and comment. During this meeting members engaged in discussion and expressed their support of the current goals, actions, and desired outcome. No comments were made by the PAC or DELAC.

After gathering input from educational partners, the district made the draft LCAP available to the public for any additional input. The public was notified via phone calls and a letter was sent home. The district continued with its process by providing the public hearing and later submitting the final LCAP to the local board.

5/2/2022 - Public comment period for two weeks (draft LCAP was made available online and hard copies were available upon request)
5/25/2022 - Public Hearing
6/15/2022 - Local Board adopted the LCAP and approved the district budget; local indicator outcomes were presented as a non-consent item
6/17/2022 - LCAP submitted to Fresno County Superintendent of Schools for approval

A summary of the feedback provided by specific educational partners.

At each of the LCAP educational partner meetings (educational partners include: parents, students, certificated staff, classified staff, site administration, district administration, Fresno County SELPA, and the local bargaining units for classified and certificated staff), input was gathered regarding the goals, actions, and LCAP metrics-data including desired outcomes. Based on discussions and written input from the meetings and various surveys, educational partners:

- 1) across all schools have expressed the need to maintain smaller class sizes across all grade levels (Teachers)
- 2) requested actions that would lead to safe school environments (both physical and mental) including the ongoing availability of personal protection equipment and sanitation routines and procedures (Staff & Parents)
- 3) requested professional development for staff in the areas of Social Emotional learning and English Learners (DELAC, PAC, Administration & Teachers)
- 4) requested transportation for students participating in after-school tutoring (Parents, DELAC, & PAC)
- 5) requested parent education to connect with their students' learning (Parents)

- 6) requested that the district ensure that all teachers hired are properly credentialed (Parents, SELPA, DELAC, & PAC)
- 7) were supportive of the literacy supports and of the RTI Program (Teachers & Parents)
- 8) requested that the district continue to work on reducing the digital divide - focus on ELs and low income students and continue to provide a 21st century learning experience (Parents, Teachers, PAC, & DELAC)
- 9) across all schools have expressed the need to improve attendance rates and reduce the chronic absenteeism rate (Parents & Staff)
- 10) were supportive of facility improvements to promote engagement opportunities and expand on the offerings of A-G and CTE programs at MHS (Parents & Staff)

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

As a result of educational partner input and Mendota Unified School District's analysis of trend data and progress monitoring, the following aspects of the LCAP were explored for adjustment:

- 1) Further data analysis regarding chronic absenteeism to determine if there are gaps between all students and other student groups. The district will determine if separate desired outcome targets should be included for student groups with a performance gap. The district along with educational partners will explore possible root causes that may be contributing to the district's high rate of chronic absenteeism.
- 2) Further research will be conducted to explore possible program options for the increasing amount of newcomers that are enrolling at Mendota High School in the 11th and 12th grades. This immigration trend into our school district continues to negatively affect the district's graduation rate. The continued expansion of offerings at MHS has positively affected our CCI rate on the dashboard but nevertheless our graduation rate remains low (80.6%). The district along with educational partners will explore program options and then look to provide these students with the best services (including access to core offerings) that will allow them to be successful beyond high school.

The following aspects of the LCAP will be continued as a result of educational partner support via verbal and written feedback:

- 1) All goals and actions will be continued and monitored. Educational partners were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.
- 2) There will be a continued focus on closing the achievement gap for ELs, homeless students, and students with disabilities in the areas of graduation rate and English Language Arts. Actions supporting this focus are reflected in Goal 1.
- 3) Desired outcomes for all LCAP metrics will be continued. A deeper data dive for chronic absenteeism will be conducted and an adjustment may be pending.

Based on the feedback provided the district will:

- 1) Work on maintaining smaller class sizes across all grade levels - goal #1 action 10 (Class Size Reduction)
- 2) Continue to improve on student and staff safety - goal #2 action 13 (Personal Protection Equipment)

- 3) Provide professional development in the areas of Social Emotional learning and continue to provide EL specific professional development-goal #3 action 5 (Professional Development)
- 4) Provide after school tutoring including transportation if needed - goal #1 action 5 (Learning Interventions and Supports) and goal #1 action 12 (EL Program Interventions and Supports)
- 5) Provide parent training - goal #2 action 7 (Parent & Educational Partner Participation/Engagement)
- 6) Continue to provide a 21st Century Learning experience along with resources needed (internet and devices) - goal #2 action 8 (21st Century Learning Environments and Opportunities) and goal #1 action 6 (Technology in and out of the classroom)
- 7) Continue to provide appropriately cendentailed teachers - goal 3 actions 2 and 7 (Certificated Staff & Rural Residency Program)

Mendota Unified School District will continue to collaborate with educational partners throughout the school year to explore and monitor the progress of implemented actions.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement for all students including English Learners, low-income students, and students with disabilities.

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data shows that Mendota Unified School District needs to increase the academic achievement of all students, including unduplicated students and student groups with a performance gap. The actions and metrics associated with this goal were chosen specifically to target and improve academic performance of all students by ensuring that all are progress monitored and intervention services are provided as needed. These actions/services will contribute to closing the achievement gaps. The metrics will illustrate the year-to-year growth of both all students and student groups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards for all students and enable ELs to access to CCSS and ELD standards	4.8 = full implementation Data Year: 2020-21 Data Source: State provided reflection tool	4.9 = full implementation Data Year: 2021-22 Data Source: State provided reflection tool			5.0 = Full Implementation and Sustainability Year: 2023-24 Data Source: State provided reflection tool
Smarter Balanced ELA Note: Local benchmarks will be used until CAASPP results become available	Met or exceeded standards: Local 2021 Benchmark data Elementary 16%	Met or exceeded standards: All Students = 25.43% EL = 5.84% SWD = 2.98% Low Income = 25.06%			Met or exceed standards: All Students = 50.56% EL = 22.95% SWD = 16.4% Low Income = 50.23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Data Year: 2020-21 Data Source: i-Ready</p> <p>Junior High 54.6% Data Year: 2020-21 Data Source: CFA's</p> <p>High School 50% Data Year: 2020-21 Data Source: CFA's</p> <p>Smarter Balanced TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30- 20</p>	<p>Data Year: 2020-21 Data Source: CAASPP Test Results Adjusted - 2021/22</p>			<p>Data Year: 2023/24 Data Source: CAASPP Test Results</p>
<p>Smarter Balanced Math</p> <p>Note: Local benchmarks will be used until CAASPP results become available</p>	<p>Met or exceeded standards:</p> <p>Local 2021 Benchmark data</p> <p>Elementary 11% Data Year: 2020-21 Data Source: i-Ready</p> <p>Junior High</p>	<p>Met or exceeded standards:</p> <p>All Students = 11.83% EL = 2.70% SWD = 4.48% Low Income 11.54% Data Year: 2020-21 Data Source: CAASPP Test Results Adjusted - 2021/22</p>			<p>Met or exceeded standards:</p> <p>All Students = 38.35% EL = 21.61% SWD = 16.5% Low Income = 38.09% Data Year: 2023/24 Data Source: CAASPP Test Results</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>37.9% Data Year: 2020-21 Data Source: CFA's</p> <p>High School 60% Data Year: 2020-21 Data Source: CFA's</p> <p>Smarter Balanced TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20</p>				
Access to standards aligned instructional materials	<p>Access to standards aligned instructional materials: 100%</p> <p>Year: 2020-21 Data Source: State provided reflection tool</p>	<p>Access to standards aligned instructional materials: 100%</p> <p>Year: 2021-22 Data Source: State provided reflection tool</p>			<p>Access to standards aligned instructional materials: 100% - Maintain</p> <p>Year: 2023-24 Data Source: State provided reflection tool</p>
EL students making progress toward English Proficiency	<p>51.5% Data Year: Spring 2018 & 19 Data Source: Dashboard Fall 2019</p>	<p>6.31% ELPAC Proficiency (Level 4 ELPAC) Data Year: 2020-21 Data Source: DataQuest</p>			<p>56.5% Data Year: 2022-23 Data Source: Dashboard Fall 2023</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Note: ELPAC Proficiency will be used until EL Progress indicator is available on the Dashboard			
EL Reclassification Rate	12.8% Data Year: 2019-20 Data Source: DataQuest	5.5% Data Year: 2020-21 Data Source: DataQuest			15.8% Data Year: 2022-23 Data Source: DataQuest
High School Graduation Rate	80.7% All 64.3% ELs 68.4% Homeless Data Year: 2019-20 Data Source: DataQuest	80.6% All 70.4% ELs 87.5% Homeless 80.5% Low Income 54.5% SWD Data Year: 2020-21 Data Source: DataQuest			83.7% All 67.3% ELs 71.4% Homeless 83.5% Low Income 57.5% SWD Data Year: 2022-23 Data Source: DataQuest
EAP ELA Note: Local benchmarks will be used until CAASPP results become available	50% college ready or conditionally ready Data Year: Spring 21 Data Source: CFA's Smarter Balanced 2018/19 results 64.71% college ready or conditionally ready	41.47% college ready or conditionally ready ELs = 11.43% Low Income = 41.42% SWD = N/A Data Year: 2020-21 Data Source: CAASPP Test Results			73.71% college ready or conditionally ready Data Year: 2023/24 Data Source: CAASPP test results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Adjusted - 2021/22			
EAP Math Note: Local benchmarks will be used until CAASPP results become available	60% college ready or conditionally ready Data Year: Spring 21 Data Source: CFA's Smarter Balanced 2018/19 results 27.72% college ready or conditionally ready	13.30% college ready or conditionally ready ELs = 1.43% Low Income = 13.40% SWD = N/A Data Year: 2020-21 Data Source: CAASPP Test Results Adjusted - 2021/22			36.72% college ready or conditionally ready Data Year: 2023/24 Data Source: CAASPP test results
A-G Completion Rate	All = 40.6% Data Year: 2019-20 Data Source: DataQuest	All = 35.5% ELs = 17.6% Low Income = 35% Data Year: 2020-21 Data Source: DataQuest Adjusted - 2021/22			All = 43.6% ELs = 19.6% Low Income = 37% Data Year: 2022-23 Data Source: DataQuest
AP Passing Rate	49% Data Year: 2019-20 Data Source: College Board AP Central	22% Data Year: 2020-21 Data Source: College Board AP Central			52% Data Year: 2022-23 Data Source: College Board AP Central

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards Aligned Curriculum	The district will provide updated standards aligned curriculum in all core content areas including Special Education and Pre-K for the improvement of academic achievement of all students. The district will also look to update, replace, or replenish curriculum, curriculum resources, and other core related instructional materials as needed.	\$926,100.00	No
1.2	Progress Monitoring Via Technology	<p>The district will monitor the progress of all students and subgroups via benchmark assessments and data disaggregation programs.</p> <p>To do this, the district must stay current with all technological advances and continue to improve on the infrastructure related to technology. This will provide support for academic progress and on-going analysis of student performance data. In addition, the district will maintain an up to date student information system (PowerSchool).</p>	\$397,000.00	No
1.3	Maintain IDEA Compliance	<p>The district will monitor and guide the execution of a compliant Special Education Program. The Special Education Program will consist of social and emotional supports to ensure proper implementation of specific teaching strategies that will assist all students with disabilities in accessing Common Core instruction and other curricular areas.</p> <p>The district will also provide curricular and instructional resources for students with moderate to severe disabilities so that they can access Common Core instruction.</p>	\$2,862,548.00	No
1.4	Academic Counselors	Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. To do this the district will retain the current Academic Counselors (GIA's) and necessary support staff - high school registrar.	\$537,587.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Learning Interventions and Supports	<p>As demonstrated in the Identified Needs and metrics sections, CAASPP ELA data, CAASPP Math data, Fountas and Pinnell reading level data, and input from the Parent Advisory Committee identified that our ELs and low income students are struggling with literacy when compared to the performance rate for all students.</p> <p>In efforts to better support the literacy needs of our EL and LI students, the district will provide a variety of additional learning opportunities designed to specifically meet these students needs. These include differentiated instruction, early academic language support, reading intervention (Guided Reading Program), after school tutoring, summer learning opportunities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for EL and LI students who are reading below grade level and or for students who are not at the "met or exceeded standard" of the state assessments (ELA & Math). New for the 2022-23 school year, the district will look to hire a Speech Language Pathologist to support the work that is done during RTI that is beyond what is required in an IEP and for additional support of students in need of this service.</p> <p>To assist with the implementation of this action, the district will support purchases of supplemental classroom supplies that will enhance the lesson delivery and lesson content in all classrooms.</p> <p>We expect that the CAASPP ELA scores, CAASPP Math scores, and reading levels will increase as the interventions and supports listed above are designed to meet the instructional needs in the area of literacy for our ELs and low income students in addition to providing the interventions needed. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our CAASPP scores for ELs and low income students will increase by 1% for the following three years. In addition,</p>	\$1,911,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>it is expected that the percentage of ELs and low income students that are reading on grade level will increase by 2% for the following 3 years.</p>		
<p>1.6</p>	<p>Technology In & Out of Classroom</p>	<p>Data in the metric section above (CAASPP ELA data, CAASPP Math data, and the graduation rate) identifies that our ELs are struggling with making adequate progress when compared to the performance rate for all students. Furthermore these same data sets demonstrate that our low income students are also scoring below our desired indicated goal and the state averages in these areas. Low income student CAASPP ELA and Math data for the state is 36.39% and 20.32% respectively; the same data for our low income students is as follows ELA = 25.06% and Math = 11.54%. The low income graduation rate for the state is 84.2% and the rate for our low income students is 80.5%.</p> <p>In addition, based on local surveys, it is also known that the above mentioned student groups (ELs & LI) lack technology availability (personal devices and internet); therefore, the district will continue with both the "Google Schools" (a technology platform for students and teachers to interact with for lesson delivery and student assignments) and "One to One" initiatives (a Google Chromebook for each student in the district). Fulfilling this will provide EL and LI students a better opportunity to advance and grow academically and promote graduation through the use of technology enhanced instruction and programs (Edgenuity - credit recovery program).</p> <p>To assist with the execution of this action, the district will contract with FCSS for technological support. The FCSS support will work closely with the district's IT coordinator to ensure that all programs, operating systems, and devices are fully functioning for the continue engagement and academic growth of all students.</p> <p>We expect that CAASPP ELA scores, CAASPP Math scores, and the graduation rate for our ELs and our low income students will increase</p>	<p>\$1,871,129.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>significantly, as this service is designed to meet a need of these struggling students (access to technology in and out of the classroom). However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our CAASPP scores and the graduation rates for the above mention groups will increase by 1% for the following three years.</p>		
1.7	Paraprofessionals	<p>The identified need section of this plan and the metric section above (CAASPP ELA data and CAASPP Math data) along with local Fountas and Pinnell reading level data identify that our ELs are struggling with reading and basic arithmetic when compared to the performance rate for all students. In addition, our low income students are also not making adequate progress towards the desired goals in the same areas.</p> <p>To address these needs, the district will provide highly qualified Paraprofessionals to assist teachers with providing individualized and or small group intervention supports to students most in need. To accomplish this, the district will retain the current staff (paraprofessionals) and provide them with professional development as needed. Furthermore, the district will look to hire additional instructional aides if needed based on supporting data and other supporting documentation. Both local and state data will be considered: local benchmarks including reading level data; CAASPP and ELPAC data.</p> <p>We expect that CAASPP ELA scores, CAASPP Math scores, and reading levels for ELs and low income students will increase significantly, as this service is designed to meet the individual academic needs and gaps associated with ELs and low income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	\$930,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>MUSD expects that CAASPP scores for our ELs and SWD will increase by 1% for the following three years and that the district's reclassification rate will increase significantly to get closer to the baseline rate of 12.8% by 2023-24.</p>		
<p>1.8</p>	<p>Guidance Instructional Specialist</p>	<p>The metric section above (CAASPP ELA data, CAASPP Math data, ELPAC data, and the following rates: reclassification, graduation, EAP ready, and A-G completion) demonstrates that our ELs and low income students are struggling with reading, writing, and in concepts and procedures-math when compared to the performance rate for all students in these same areas.</p> <p>To address all the above listed areas of need the district will provide Site Guidance Instructional Specialist to continuously monitor the progress of ELs and low income students using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. The district will retain all the current GIS positions and the VP position at Mendota Junior High to assist with the execution of this service. Staff members in these positions will also provide additional support services for the English Learner and students and low income students to ensure that these two subgroups are making adequate academic progress.</p> <p>We expect that CAASPP ELA scores, CAASPP Math scores, ELPAC proficiency rate and the rates indicated above will increase for our ELs and low income students, as this service is designed to provide additional oversight and progress monitoring for these students to ensure that all EL and LI students are making the targeted academic progress. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	<p>\$687,000.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>MUSD expects that our CAASPP scores for our ELs and SWD will increase by 1% for the following three years. In addition, it is expected that the following rates will also increase annually: reclassification (+1% annually), graduation (+1% annually), EAP ready (+3% annually), and A-G completion (+1% annually).</p>		
<p>1.9</p>	<p>Newcomer Orientation</p>	<p>The Identified Needs section of this plan and the metric section above demonstrate that our district graduation rate and our reclassification rate for ELs is lower than our desired goal. The graduation rate for all our students is 80.6% and the graduation rate for our ELs is 70.4%. In addition to this, the district reclassification rate went down from 12.8% to 5.5%. The EL Progress indicator data is not available at this time; however, the district is currently using the percentage of students scoring at the proficient level to determine EL progress. This percentage also went down from 9.76% to 6.31%.</p> <p>MUSD continues to enroll new immigrant students that have never been in U.S. schools. The registration process can be an intimidating process for many of these students and their families. To assist with the process of assimilation into the district and to ensure that families and students know about the resources available to them, the district will continue to provide "Newcomer Orientation" for new students entering the district. This service will allow the district to provide appropriate resources, immediate program enrollment, and guidance for the continued academic growth of the new enrollee.</p> <p>We expect that this action/service will reduce the anxiety and stress related with entering a new school and allow the student to better focus on academics. This shall translate to increased reclassification and graduation rates in addition to ELPAC proficiency gains. Furthermore, we expect that all students enrolling for the first time into our district will benefit from this service. Therefore, this action will be provided on an LEA-wide basis.</p>	<p>\$80,000.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		<p>MUSD expects that both the graduation rate and the reclassification rate of our ELs will increase (+1% annually) along with making gains in the ELPAC proficiency rates (+3% annually).</p>		
1.10	Class Size Reduction	<p>The metric section above (CAASPP ELA data and CAASPP Math data - elementary and middle school and EAP ready rates - high school) and local benchmark data demonstrates that our ELs are struggling with reading and writing in ELA, and concepts and procedures and communicating and reasoning in Math when compared to the performance rate for all students in these same areas. In addition, our low income students are not making adequate progress towards our desired goals in the same areas.</p> <p>Therefore, to ensure that our ELs and low income students receive the instruction and attention needed for continued academic growth the district will continue to provide smaller class sizes in grades 4-12 as needs are identified by enrollment data. Research has shown that smaller class sizes allow teachers the opportunity to quickly identify any potential learning gaps and provide tailored instruction to best meet the students' academic needs. Smaller class sizes also lead to more one-on-one attention from the teacher, less disruptions, and more time for instruction which leads to increased skill development and overall increased academic performance.</p> <p>We expect that the CAASPP ELA scores, CAASPP Math scores, and the district EAP rates will increase for our ELs and low income students as this service is designed to help meet individual student needs by delivering more personal-leveled lessons. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that CAASPP scores for our ELs and low income students will increase by 1% for the following three years. In addition, the EAP ready rates for our ELs and low income students will increase by 3% for the following three years.</p>	\$1,150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Curricular Oversight	<p>The Identified Needs and metrics sections of this plan (CAASPP ELA and CAASPP Math) demonstrates that our low income, English Learners, and our low income and English Learner students who are also identified as a student with disabilities are struggling with reading, writing, and math (concepts and procedures) when compared to the performance rate for all students.</p> <p>To address this need the district will provide oversight of all curricular areas, through the position of a Director of Curriculum and Instruction. The C & I Director will work directly with school sites that have English Learners, low income, and foster youth students performing two or more grade levels below grade level that includes monitoring LEA - level student data, providing data reports, funding guidance and support, feedback, and training for site administration on supplemental resources. This position will also focus on providing the necessary training for additional professional development and support for students not performing on grade level. This enhanced level of professional learning and academic data analysis will ensure a system of support for teachers with actionable next steps to provide tailored instruction to students with identified needs, specifically English Learners, low income students, and students with unique needs (SWD). Tailored instruction will allow teachers to fill learning gaps, which in turn will increase student achievement.</p> <p>We expect that CAASPP ELA scores and CAASPP Math scores for low income, ELs, and SWD will increase significantly, as this service is designed to provide the curricular and instruction oversight needed to ensure that instructional best practices are implemented. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our CAASPP scores for low income, ELs, and SWD will increase by 1% for the following three years.</p>	\$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	English Learner Program Interventions and Supports	<p>As demonstrated in the Identified Needs section of this plan and the metric section above, CAASPP ELA data, CAASPP Math data, reclassification rate data, and local benchmark data identifies that our ELs are struggling with reading and struggling with concepts and procedures in Math when compared to the performance levels for all students. The fact that our ELs struggle with reading also directly impacts the reclassification rate; low reading levels result in a lower reclassification rate.</p> <p>Therefore, to ensure that English Learners are able keep up with the pace of instruction and not allow them to fall behind, the district will provide a variety of learning supports that will meet the academic needs of ELs including differentiated instruction, early academic language support, reading intervention (Guided Reading Program), tutoring, summer learning opportunities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for these students.</p> <p>To assist with the implementation of this action, the district will support purchases of supplemental classroom supplies that will enhance the lesson delivery and lesson content of all classrooms.</p> <p>We anticipate that this action/service will increase the CAASPP ELA scores, CAASPP Math scores, and reading levels of our ELs.</p>	\$1,911,098.00	Yes

Goal Analysis [2021-22]

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

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

During the 2020-21 school year schools were closed and students were learning remotely. This is important to point out because many of the metrics found within this goal are associated with state assessment data from the 2020-21 school year. The district experienced significant drops in the areas of English Language Arts and Mathematics in addition to the reclassification rate dropping from 12.8% to 5.1%.

However, with more than half of the school year (2021-22) completed, and as a result of implementing/executing the actions listed above, current data demonstrates positive growth in the areas of ELA and math along with an improved reclassification rate. This in large part has to do with the execution of the services listed above. Monitoring student progress this year has been a priority more so because of the year that students were not in school. Actions 4, 7, 8, 10, and 11 all have provided systems of support with specialized staff. In addition to this, resources have been provided for all staff to best equip them to address unique needs and learning loss.

The start of the 2021-22 school year was initially challenging due to all of the safety precautions that had to be in place. In general, the actions within this goal are better implemented and are much more effective when students and teachers are in the classroom. So before planned actions could be executed, safety issues had to be addressed and planned actions adjusted slightly with current priorities in mind (personal protection equipment and social distancing). The quarantine of staff and students has also impacted the full execution of many of the actions and services listed above. Participation rates in supplemental instructional offerings has been lower than planned throughout the year. As a solution to this, the district has been able to continue to provide remote learning to the students in need of it or requesting it. As a result of action 2 (Progress monitoring) and action 6 (Technology in and out of the classroom), teachers and students have been ready and equipped for distance learning.

Providing the district's newcomers with immediate interventions and supports has positively impacted the graduation rate of the homeless and EL population. This service has allowed these students to better acclimate into the school setting and environment. This is extremely important for these students being that many of them have had no prior schooling.

All actions listed above were carried out as planned.

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

All 12 actions found within this goal were carried out as planned. However, it is estimated that not all budgeted funds will be used. The following actions will have a difference between budgeted expenditures and estimated actual expenditures: 1, 5, 6, 7, & 12.

Action #1 - Core curriculum was replaced and replenished as needed and not all budgeted funds used
Actions #5, 6, 7, & 12 - Other relief funds are being used to help accomplish this service/action

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

Execution of the many of the actions outlined above resulted in support staff implementing increased supplemental services for our students. Support staff provided intervention services (Response to Intervention - action 5 and Paraprofessionals - action 7) and detailed progress monitoring (GIS - action 8) which were instrumental for the gains that have been made in the areas of literacy as measured by the local assessment (Fountas and Pinnell) and English Learner reclassification as demonstrated by local data. Currently over 54% of our K - 8

students are reading on grade level and 111 students have been reclassified district-wide to date. Additionally, the actions/services outlined above provided our ELs and low income students with the necessary instructional materials for academic growth. Furthermore, because the actions were provided on an LEA-wide basis, all students demonstrating below proficiency benefited.

Ensuring that our students have the necessary materials and resources to succeed is a continued priority for our school district. Both actions 1 and 11 above contribute to the success in this area.

With regards to state testing (ELA & Math), there was a significant drop. Due to school closure, actions 5, 7, 8, 10, 11, and 12 were not found as successful. These actions are specifically designed for improvement in these areas and are executed best when students and staff are in a regular school setting. We anticipate growth in data once students are in school regularly. However, current local data demonstrates that 60% of our students are nearly meeting or exceeding standard in the area of ELA and that 46% of our students are nearly meeting or exceeding standard in the area of Math. It must be noted that this is based on mid-year data and that the assessments are summative. Meaning that all standards have not been taught and yet the percentages indicate progress. This clearly demonstrates that when students are provided with in-person instruction these actions prove to be successful.

In the areas related to high school student-progress (graduation rate, EAP ready rates, A-G completion, and AP passing rates) data indicates that the district has made some growth with respect to the graduation rate. Both the English Learner graduation rate and the Homeless graduation rate has increased significantly: EL from 64.3% to 70.4% and Homeless from 68.4% to 87.5%. Action 9 (Newcomer Orientation) has played a significant role in this. As mentioned above, providing the district's newcomers with immediate interventions and supports has allowed these students to better acclimate to the demands of being in a new country and school setting. However, the challenge still remains when it comes to testing and the A-G completion rate. The district continues to enroll many newcomers at the secondary level (40 this school year - 29 at MHS & 11 at MJHS). Many of these students are entering the cohort after the 10th grade year. Realistically, many of these students will not graduate and assess below standard. Therefore, the implications for this goal and district are significant and directly related to the progress or lack of gains made with respect to the EAP ready rates, the A-G completion rate, and the AP passing rate. In addition to this it must be noted once again that schools were closed during the 2020-21 school year and that this should be taken into account when analyzing these rates. Understanding the matter at hand and who the district will continue to service will be step 1 for execution of the actions/services in this goal for next year. Once this is done, it becomes a matter of communicating aligned goals for these students with the reality that many will only leave the high school with skills that do not necessarily assist with positive growth for the metrics of this goal.

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.

Specific student group data was added to the following metrics to ensure equity in progress monitoring: CAASPP ELA, CAASPP Math, high school graduation rate, and A-G completion rate.

No changes were made to the actual goal or the desired outcomes of this goal during the 2021/22 school year. For the 2022/23 school year, the addition of a speech pathologist for additional RTI support will be included and found within action 5 (Learning Interventions and Supports). The need for this position was identified by staff using state testing data and local reading level data (Fountas and Pinnell). Students in need of this supplemental service will be assessed/evaluated and then referred to the service by qualified staff. Furthermore, more money has been budgeted for actions 5 and 12 due to the fact that the supplemental pay for certificated staff has increased. It is expected that more staff will be providing supplemental services related to these actions throughout the year.

Additionally for the 2022-23 school year, the district will look to reduce the student to staff ratios by providing more instructional aides (action 7) to be able to provide more individualized support and additional teachers to maintain the class sizes at manageable numbers (action 10).

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

Goals and Actions

Goal

Goal #	Description
2	Provide safe schools with many opportunities for involvement for all students including the district's student groups and parents.

An explanation of why the LEA has developed this goal.

This goal was developed because a closer look at data shows that Mendota Unified School District needs to decrease the following rates chronic absenteeism and high school dropout, and increase overall Parent Involvement/engagement. The actions and metrics associated with this goal were chosen specifically to create new opportunities for engagement and improve upon currently offered engagement opportunities for all students including the subgroups. These actions/services will contribute to improvement in the average daily attendance rate, CTE participation and completer rates, and result in overall gains academically in addition to the contribution of closing any existing achievement gaps. The metrics will illustrate the year-to-year growth of both all students and student subgroups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CalPads Fall 1 (1.9)	0% Data Year: 2020-21 Data Source: CalPads Fall 1 (1.9)			0% Data Year: 2022-23 Data Source: CalPads Fall 1 (1.9)
High School Dropout Rate	All = 11.5% EL = 21.4% Low Income = 11.5% Data Year: 2019-20 Data Source: DataQuest	All = 14.9% EL = 24.1% Low Income = 15% Data Year: 2020-21 Data Source: DataQuest			All = 8.5% EL = 18.4% Low Income = 8.5% Data Year: 2022-23 Data Source: DataQuest
CTE Pathway Completion Rate	52.1% Data Year: 2019-20	All = 54.5% EL = 45.9%			All = 55% EL = 11.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CalPads EOY 1 (3.15)	Low Income = 54.8% Data Year: 2020-21 Data Source: CalPads EOY 1 (3.15) Adjusted - 2021/22			Low Income = 53.2% Data Year: 2022-23 Data Source: CalPads EOY 1 (3.15)
A-G Completion and CTE Pathway Completion Rate	27.6% Data Year: 2019-20 Data Source: CalPads EOY 1 (3.15 & 15.2)	23.5% Data Year: 2020-21 Data Source: CalPads EOY 1 (3.15 & 15.2)			30.6% Data Year: 2022-23 Data Source: CalPads EOY 1 (3.15 & 15.2)
Attendance Rate	94.6% Data Year: 2019-20 Data Source: District ADA Report thru Feb. 28	91% Data Year: 2020-21 Data Source: District ADA			97.6% Data Year: 2022-23 Data Source: District ADA
Chronic Absenteeism	12.8% (K-12) Data Year: 2019-20 Data Source: CalPads EOY 3 (14.1)	All = 10.1% (K-12) EL = 9.7% Low Income = 10.3% Data Year: 2020-21 Data Source: CalPads EOY 3 (14.1) Adjusted - 2021/22			All = 9.8% (K-12) EL = 7.7% Low Income = 8.3% Data Year: 2022-23 Data Source: CalPads EOY 3 (14.1)
Suspension Rate	All = 2.5% EL = 2.6% Low Income = 2.5% Data Year: 2019-20	All = 0.2% EL = 0.2% Low Income = 0.2% Data Year: 2020-21`			All = 1% EL = 1% Low Income = 1% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest	Data Source: DataQuest			Data Source: DataQuest
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest			Maintain or below 0.5% Data Year: 2022-23 Data Source: DataQuest
Sense of Safety and School Connectedness	Sense of School Safety 5th Grade = 79% 7th Grade = 64% 9th Grade = 70% 11th Grade = 76% Data Year: Due to COVID and students not being in school during the 2020/21 school year, 2018/19 data will be used for this metric School Connectedness 5th Grade = 70% 7th Grade = 60% 9th Grade = 50% 11th Grade = 46% Data Year: 2020/21 Data Source: California Healthy Kids Survey	Sense of School Safety 5th Grade = 73% 7th Grade = 65% 9th Grade = 67% 11th Grade = 68% Teachers = 70% Parents = School Connectedness 5th Grade = 70% 7th Grade = 65% 9th Grade = 59% 11th Grade = 58% Teachers = 55% Parents = N/A Data Year: 2021/22 Data Source: California Healthy Kids Survey			Sense of School Safety 5th Grade = 85% 7th Grade = 70% 9th Grade = 76% 11th Grade = 82% Teachers = 74% Parents = School Connectedness 5th Grade = 76% 7th Grade = 66% 9th Grade = 56% 11th Grade = 52% Teachers = 59% Parents = TBD Data Year: 2023-24 Data Source: California Healthy Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Teacher and parent data was not previously collected. For 2021/22 teacher data was available and parent data was not. For the 2022/23 school year parent data will be collected and populated.			
Parent Input and Promotion of Parent Participation	3.8 out of 5 (Initial Implementation) Data Year: 2020-21 Data Source: Self Evaluation tool-CDE	3.8 out of 5 (Initial Implementation) Data Year: 2021-22 Data Source: Self Evaluation tool-CDE			4.4 out of 5 (Full Implementation) Data Year: 2023-24 Data Source: Self Evaluation tool-CDE
Access to A Broad Course of Study	100% Data Year: 2019-20 Data Source: Teacher and/or Master Schedule	100% Data Year: 2020-21 Data Source: Teacher and/or Master Schedule			100% Data Year: 2022-23 Data Source: Teacher and/or Master Schedule
Other Pupil Outcomes	39.1% Prepared for College/Career 26.2% = ELs Data Year: 2018-19 Data Source: Dashboard Fall 2019	Percentage of students that graduated with an AA degree and High School diploma 2019/20 = 11% 2020/21 = 12.4%			44.1% Prepared for College/Career Data Year: 2022-23 Data Source: Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Note: this data will be used until the College & Career Indicator on the Dashboard is available Adjusted - 2021/22			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Information Technology	<p>Input from the Parent Advisory Committee identified that our English Learners and low income students have some of the least access to technology outside of the school environment. This need is also demonstrated in the Identified Needs section of this plan and the metrics section above (college & career ready data).</p> <p>Information obtained and knowledge gained through technology access is essential to 21st century learning and careers. Therefore, the district will continue to progress in the area of technology to ensure that our ELs and low income students have access to the essential technological advancements to keep up and stay current with the new teaching and learning trends of the 21st century as outlined in the district's technology plan.</p> <p>For oversight and assistance with the implementation of the district's technology plan and this action/service, the district will continue to provide a technology technician/manager. This position will ensure that every EL and low income student has access to technology and a 21st century educational experience.</p> <p>We expect that the college and career ready rate for our ELs and low income students will increase as this service/action is designed to provide ELs and low income students in need of updated technology with the resources needed to excel and advance academically.</p>	\$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>However, because we expect that all students showing below proficiency will also benefit, this action is provided on a LEA-wide basis.</p> <p>MUSD expects that our college and career ready rate for English Learners will increase by at least 1.5% for the following three years.</p>		
2.2	Materials/Supplies for Core Offerings	The district will provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills" that are needed for academic advancement. In addition, the district will provide textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers to keep up with the changes and growth in these subject areas.	\$392,047.00	No
2.3	Transportation	The district will provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	\$2,650,000.00	No
2.4	Communication & Outreach	<p>School sites and district will communicate regularly via the website and phone outreach for increased parent and family participation/engagement.</p> <p>School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)</p>	\$38,202.00	No
2.5	Mental & Physical Health	As demonstrated in the metric section above (chronic absenteeism rate and high school dropout rate) and input from the Parent Advisory Committee identified that our low income students struggle with attending school regularly and also that our low income secondary	\$1,173,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students are struggling with staying in school and not dropping out when compared to the same rate for all our students. Furthermore, current enrollment trends into our district demonstrate that many students are coming to us from Central America fleeing unstable environments that may affect the mental and physical well-being of the student.</p> <p>To address this need, the district will provide services in the areas of mental and physical health. The district will continue to retain the current psychologists (3.8 FTE) to help address the increasing mental health needs of our low income students by screening and treating those students identified through the Student Study Team process. To address the physical health needs of these students the district will continue to provide a Registered Nurse for immediate attention removing the need to leave a school site for minor and routine physical observations and physical assessments. It is anticipated that by providing school psychologists and a registered nurse, students' basic social-emotional and health needs will be met, allowing them the opportunity to access their education and attend school on a regular basis.</p> <p>We expect that the chronic absenteeism rate and the high school dropout rate for our low income students will decrease as this action/service is designed to meet needs most associated with the stresses and experiences of low income students. However, because we expect that all students showing physical or mental health needs will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that both the chronic absenteeism rate and the high school dropout rate for our low income students will decrease by 1% for the following three years.</p>		
2.6	Safe School Environment	Input from the district's educational partners and the district's Parent Advisory Committee identified the need for the district to continue to provide a "safe school environment" for the district's low income	\$2,240,263.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students and the district's English Learners as many of these students lack the stability and structures at home that are needed to promote a healthy and safe lifestyle. In addition, the metric section above demonstrates that the district's suspension and expulsion rates are low for both low income students and English Learners; the district desires to maintain both these rates for both these student groups to assist in promoting the needed "Safe School Environment".</p> <p>To address this ongoing need the district will:</p> <ol style="list-style-type: none"> 1. Implement effective behavioral programs: PBIS, SUITE 360, and other programs that are recommended by staff. By implementing these programs, ELs and low income students will learn how to self-regulate and problem solve; and they will participate in anti-bullying activities and build a culture of inclusiveness. 2. Retain all school health aides. School health aides will work with staff and Student Study teams to identify ELs and low income students that are in need of addressing minor and routine physical health concerns. They will work with families on offering resources to support students at home and at school. Through the added adult-student relationships, students will feel a stronger connection to their school and recognize that schools are a safe environment. 3. Retain the campus monitors at MHS and MJHS and the District-Wide School Resource Officers (3). In order to support identified students feeling safe the district will provide staff who can build meaningful relationships that help students feel successful such as campus monitors and school resource officers. Campus monitors and school resource officers will work closely with site administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the SRO's will conduct presentations on campus safety for staff and students, work with school administration on Restorative Practices, and demonstrate positive interactions with law enforcement. The SRO's will also work with the counseling staff to support students by challenging them to become 		

Action #	Title	Description	Total Funds	Contributing
		<p>their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities.</p> <p>**For 2022/23 new campus monitor will be hired for MHS. Enrollment at MHS has been steadily increasing for the past 5 years. In 2016-17 enrollment at MHS was 867 and in 2021-22 the enrollment count is 1,006. So this action will be taken for the continuance of a safe school environment.</p> <p>The district will continue to hire additional staff for this action/service as needed based on data associated with this goal, safety needs, and enrollment.</p> <p>We expect that the suspension and expulsion rates for ELs and low income students will be maintained as the services outlined in this action are designed to help create and provide the safe school environment that is needed for these students to succeed in school. However, because we expect that by executing this action all students will benefit, this action will be provided on an LEA-wide basis.</p> <p>MUSD expects that our suspension and expulsion rates for our ELs and low income students will be maintained as low as they are.</p>		
2.7	Parent & Educational Partner Participation/Engagement	<p>Input from the district's Parent Advisory Committee and local parent and educational partner surveys indicate that our parents of both English Learners and low income students are less likely to participate in school meetings and events due to lack of knowledge. Furthermore the metric section above indicates that all parents rate the district at a 3.8 (out of 5 - 3.8 = initial implementation) on the CDE self-evaluation tool - "Parent Input and Promotion of Parent Participation". It must be noted that 98% of the parents who completed the self-evaluation tool are parents of low income students.</p> <p>To address this need, the district will provide to the parents of ELs and low income students:</p>	\$28,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) trainings with a focus on (1) the educational system, and (2) on how to build relationships and partnerships with schools</p> <p>2) materials that will increase the involvement/ engagement of all educational partners</p> <p>In addition, to improve on the participation rate of EL parents and low income student parents the district will provide child care and any other services and resources needed to ensure successful meetings and events. District and site administrators may also try to increase participation by looking to provide other miscellaneous services and resources during district and site events. Research indicates that higher parent participation typically results in higher student academic achievement.</p> <p>We expect that participation of parents of ELs and low income students will increase as this service is designed to meet their need - lack of knowledge. However, because this service will also help with increasing of participation of all parents, this action will be provided on an LEA-wide basis.</p> <p>MUSD expects the "Parent Input and Promotion of Parent Participation" metric to increase annually by 0.2 points for the following three years.</p>		
2.8	21st Century Learning Environments & Opportunities	<p>As demonstrated in the Identified Needs and metrics sections (CTE and A-G completion rates) and input from the Parent Advisory Committee identified that our ELs and low income students are in need of 21st century learning environments and opportunities to keep them engage and advancing in school.</p> <p>To address this need, the district will work on providing a 21st century learning environment that takes into consideration the ways in which ELs and low income students learn best. Learning environments</p>	\$1,101,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>today need to incorporate the demands of the modern world. Therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources and services. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.</p> <p>In addition, the district will continue to support this theme by:</p> <ol style="list-style-type: none"> 1) Providing internet for ELs and low income students in need to help resolve the digital divide. 2) Supporting programs such as MESA and other innovative programs as suggested by administration. 3) Retaining all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library. Libraries will be designed to provide a welcoming common space that encourages exploration, creation, and collaboration for EL and LI students and teachers. The spaces will bring together the best of the physical and digital to create learning hubs and opportunities for EL and LI students to explore college and career opportunities post-high school. Through the inclusive learning environments and additional library media specialists, students will receive the mentoring and collaboration needed to promote and expand the knowledge, life skills, career skills, habits, and traits that are critically important to EL and LI student success in today's world. <p>By providing the above listed services, the district will be ensuring that EL and LI students will have the needed resources and opportunities for continued engagement and motivation. This shall lead to improved results in the areas of both CTE and A-G completion rates.</p> <p>Continuing to contract with FCSS for IT support and for staff professional development services. This will assist in addressing the district's technology needs and requests that are made to support the</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>implementation of all supplemental technology programs including but limited to devices and software.</p> <p>We expect that the A-G completion and CTE pathway completion rate for ELs and low income students will increase, as this action/service is designed to meet many of the unique needs associated with the lack of engagement and participation displayed by these two subgroups. However, because we expect that all students that lack engagement-motivation will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that the A-G completion and CTE pathway completion rate for our ELs and low income students will increase by 1% for the following three years.</p>		
2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	<p>As demonstrated in the metric sections of goal #1 and goal #2, A-G completion rates and CTE completion rates, and input from the Parent Advisory Committee identified that English Learners are not meeting the requirements of A-G and are not completing CTE programs at the same rates when compared to all students. In addition the dashboard college and career indicator of 2019 demonstrates that only 26.2% of ELs are prepared; this same dashboard demonstrates that 39.1% of all students are prepared.</p> <p>To address this need, the district will work on increasing and improving on the opportunities for EL students to gain access to dual enrollment and Career Tech Ed (CTE) courses that will cater to the unique learning needs and styles of these students. In addition to this, the district will also look to increase and improve services in the area of visual and performing arts to add more opportunities for EL students to meet A-G requirements; currently there is limited VAPA offerings. Counselors will work on guiding our EL students in these specified pathways by providing informational meetings that will promote these offerings. Dual enrollment, Career Tech Ed (including FFA offerings), and VAPA courses are an opportunity for EL students to gain the needed academic and career tech skills while still attending high</p>	\$3,925,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school. By providing a variety of offerings and multiple opportunities, the district believes that the aforementioned need will be addressed.</p> <p>Retain all of the hires from the previous school year(s) - 8 teachers total: *2 Ag Teacher @ MHS *1 Small Engine @ MHS *1 Spanish @ MJHS *1 Band for elementaries *2 CTE @ MHS *1 Dual Enrollment Lab Teacher @ MHS</p> <p>During last school year (2021/22) the school district completed the FFA expansion project. Moving forward, the district would like to continue to make improvements in terms of materials and supplies to ensure that ELs have access to the program offerings and continue to participate in the extracurricular activities associated with it.</p> <p>To further address this need, the district would like to continue to support the music program by making program purchases that will assist in ensuring that our ELs are competition ready. During the 2021/22 school year a new band position was created; however, it was not filled. So the district will look to hire a band teacher for the 2022/23 school year.</p> <p>The district will continue to hire additional staff for this action/service as needed based on data associated with this goal (CTE completion rate and enrollment data - student-teacher ratio).</p> <p>We expect that the A-G completion rate and the CTE completion rate for our English Learners will increase significantly, as this action/service is designed to increase course access and provide a variety of offerings that are of interest to our English Learners. However, because we expect that more students will participate and enroll in these offerings, this action is provided on an LEA-wide basis.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>MUSD expects that both our A-G completion rate and the CTE completion rate for our English Learners will increase by 1% for the following three years.</p>		
2.10	Attendance	<p>As demonstrated in the metric section above, chronic absenteeism rate, and input from the Parent Advisory Committee identified that ELs and low income students are struggling with making satisfactory progress towards the desired chronic absenteeism rate. In addition through parent meetings and surveys, it has been noted that ELs and low income students struggle with attending school regularly.</p> <p>To address this need, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates. In addition, district level meetings will be held quarterly to ensure that systems/protocols are in place at the school sites to address the needs of students and families who are at risk of being considered chronically absent. During these district level meetings attendance data will be shared, reviewed, and analyzed and best-practices will also be discussed.</p> <p>For implementation of this action/service the district will continue to retain all attendance clerks - 5 total. Attendance clerks will use data to accurately identify ELs and low income students that are struggling with attending school regularly prior to being considered "chronically absent". The clerks will serve as home-to-school liaisons who will work on building relationships with families to improve attendance rates through constant communication and outreach.</p> <p>We expect that the chronic absenteeism rate for ELs and low income students will decrease, as the action/service is designed to meet the needs most associated with the challenges that cause ELs and low income students to be chronically absent. However, because we expect that all students showing signs of high truancy rates will benefit, this action is provided on an LEA-wide basis.</p>	\$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>MUSD expects that our chronic absenteeism rate for our ELs and low income students will decrease by 1% for the following three years.</p>		
2.11	Facility Improvements	<p>As demonstrated in the Identified Needs and metric sections of goal #1 and goal #2, A-G completion rates and CTE completion rates, and input from the Parent Advisory Committee identified that English Learners are not meeting the requirements of A-G and are not completing CTE programs at the same rates when compared to all students. In addition the dashboard college and career indicator of 2019 demonstrates that only 26.2% of ELs are prepared; this same dashboard demonstrates that 39.1% of all students are prepared.</p> <p>To address all the above mentioned needs, the district would like to use these funds to continue make improvements on facilities/classrooms that will allow all school sites to offer improved or additional curricular and extracurricular programs for our ELs. Improvements include modernization of CTE and VAPA classrooms to accommodate the expansion of programs and the updated program equipment that goes along with this. Improvements made to facilities also includes making updates to sporting fields and courts that will encourage and increase the participation of our ELs. Execution of this action will allow the expansion of the CTE and A-G opportunities for these students as well as instruction and class experiences that address multiple student learning modalities, utilize project-based learning integrated with technology, reflect real-world experiences, and provide connectedness to the school. It will also provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs, before/after school programs, and CTE programs.</p> <p>None of the work being done is considered routine maintenance. All school sites currently functions poorly in meeting the needs of these students because the existing permanent facilities are outdated due to the instructional configurations and infrastructure. The LEA will</p>	\$2,436,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>modernize the facilities to support student engagement and enrichment and provide enhancements to the CTE and VAPA classrooms and buildings including the continued updating of the farm infrastructure and classroom labs. Modernized and expanded facilities allow students to gain opportunities for new CTE pathways in addition to increasing their preparedness for college and careers.</p> <p>This action is designed to meet the need that English Learners have for vastly improved facilities at all school sites. Such facilities will allow the LEA to address these students' multiple learning modalities through learning experiences that are relevant to students' lives, motivating them to complete educational pathways and feel connected to their school.</p> <p>We expect that our ELs will make improvements in the following metrics through the execution of this action/service as this action/service is designed to increase the participation and engagement of our ELs in curricular and extracurricular offerings. A-G completion rate CTE completion rate College and Career indicator</p> <p>However, because we expect that all students who lack motivation to participate and be involved in curricular and extracurricular offerings will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our ELs will make the following improvements for the for the following three years. CTE completion rate = +1% College and Career indicator = +1%</p>		
2.12	Engagement Opportunities	As demonstrated in the metric section above (chronic absenteeism data) and input from the Parent Advisory Committee identified that our English Learners and low income students have some of the lowest participation rates in extended day opportunities.	\$131,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To address this need, the district will continue to increase the engagement opportunities for ELs by providing the following programs and services after school:</p> <p>Journalism Bi-literacy class Debate class Enrichment/Sports programs (elementary) Chess</p> <p>The above listed extended day activities will not only increase student connectedness and involvement, but also help our ELs and low income students stay focused in positive activities outside of the school day. Research and feedback based on local experience shows that attendance rates increase when students feel connected to their school.</p> <p>We expect that the chronic absenteeism rate for ELs and low income students will decrease, as the action/service is designed to meet the needs most associated with the reasons as to why ELs and low income students do not feel connected to the school and consequently negatively impacting the chronic absenteeism rate. However, because we expect that all students showing signs of high truancy rates will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our chronic absenteeism rate for our ELs and low income students will decrease by 1% for the following three years.</p>		
2.13	Personal Protection Equipment	To ensure a safe return to school for a second year and to continue practicing the recommended health and safety protocols the district will purchase personal protection equipment for students and staff.	\$850,000.00	No

Goal Analysis [2021-22]

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

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

The district implemented all 13 actions/services within this goal as planned with no adjustments made throughout the year. Similar to goal #1, the implementation of these actions/services has provided an understanding of how best to serve our student population. Current enrollment data continues to demonstrate that many students are immigrant students that are enrolling for the first time in a U.S. school at the secondary level. Despite this challenge, there are many celebrations within this goal.

As demonstrated by the metric section above, the district's CTE completion rate has been increasing steadily. Action 9 and action of 11 of this goal ensure that our students have plenty of opportunities to be involved and that our facilities are maintained and updated. Adding increased supports has also contributed to the recent successes in our CTE programs. Actions 6 and 12 provide the needed support for our students to get engaged and stay engaged in school sponsored programs and activities including CTE programs.

Addressing the dropout rate is still a challenge. As noted above, many immigrant students are still enrolling into our schools at the secondary level. So moving forward, the district will take a closer look at data that pertains to these student and set up interventions and supports as detailed within goal #1 and goal #2 of this plan. However, it must be stated that for some students who are enrolling for the first time, in a U.S. school at the secondary level, the possibility of graduating is not mathematically possible due to the fact that they come with no prior schooling. This has been clearly communicated to our educational partners and they are in full support of the current initiatives and understand the challenges that the district is face with when enrolling a secondary age newcomer.

The actions and services outlined above have allowed the district to promote it's school sites as offering safe and engaging programs. In doing this, the district continues to grow steadily in many of the metrics found within this goal. Moving forward, the district would like to continue to execute the services as planned with a stronger focus in two areas: decreasing the high school dropout rate and increasing the results of the parent engagement tool. To improve on the dropout rate, the district will lean on the services provided by the high school's newcomer program counselor. This counselor will be tasked with monitoring student placement and progress. However, as noted above, based on the newcomers entry age and previous schooling, some students simply do not stand a chance to graduate. It must be stated that this newcomer counseling position is funded using other district funds and not LCFF funds. To grow in the area of partnering with our parents, the district will look to provide staff with professional development in this area. Ensuring that there is a meaningful partnership between parents and staff will be the focus. Also, site leaders will work on ensuring that teachers take advantage of every parent participation event to build on the collaborative educational partnership; with academics in mind.

Lastly, the district did not hire an additional band teacher as was planned (action 9). However, the district will continue the search for a band teacher during the 2022-23 school year as the need to fill this position still exists.

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

All 13 actions found within this goal were carried out as planned. However, it is estimated that not all budgeted funds will be used. The following actions will have a difference between budgeted expenditures and estimated actual expenditures: 6, 8, 9, & 13. To fully complete the execution of these actions/services for the school year, the district will use other "one-time" funding sources that were made available because of the pandemic and are in alignment with this goal and it's actions/services.

Action 9 was not fully executed due to the fact that a band teacher was not hired. A search was conducted; unfortunately, the position went unfilled. So the search will continue for the 2022-23 school year as the need still exists.

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

The actions and service outlined above have allowed the district to provide many increased and improve services for the district's ELs, and low income students. While providing these services, other students demonstrating below proficiency have also benefited. Furthermore, many of the actions above have also allowed the district to create new and engaging opportunities that have allowed many students to advance (actions 8, 9, 11, and 12). The district's dual enrollment program has grown significantly. During the 2019/20 school year, Mendota High School had a total of 21 (11%) students that graduated with an AA degree in addition to their high school diploma; in 2020/21 there was a total of 25 (12.4%) students that graduated with an AA degree in addition to their high school diploma. Action 9 of this goal provided the necessary resources and other actions within this goal provided the supports. As a result, the district has made gains in the areas of graduation rate, CTE completion rate, and the number of students graduation with both an AA degree and a high school diploma.

Providing safe schools has been an ongoing priority of the district (action 6). Many of the service found within this goal have helped the district create the desired safe school environment (including the services under action 13). The reopening of schools was a huge challenge initially. The execution of action 13 allowed the district to proceed as planned with in person instruction. Throughout the 2021/22 school year the district has continued to provide personal protection equipment to help mitigate the spread and provide the sense of security needed to teach and learn. Also, recognizing that students were going to have in-person interactions once again, the district looked to provide many opportunities for engagement (action 1). Execution of the services outlined above has allowed students to be involved and feel safe. In addition to this, the district also recognized that students were also going to need mental stability after a year isolation and distance learning, so action 5 above allowed the district to provide the supports needed to ensure that all our students in need of mental health services received them.

In general, the actions/services found within this goal did result in increased services for our English Learners and low income students. These actions/services allowed the district to provide more and improved services such as more after school offerings to all the students of the district (actions 9 & 12). The elements of this goal also allowed the district to improve on the services provided for the parents of ELs and low income students (actions 4 & 7); parent participation has been minimally increasing for the past 3 years. In addition, more services were provided in areas of social and emotional well-being. Lastly, safer and improved facilities continued to be provided.

Although some metrics were not attained, the district will continue to provide the above listed services with fidelity. To improve on the regular school day attendance the district provided and will continue to provide training to the attendance clerks and more oversight in this area (action 10). This in turn shall help improve on the truancy and chronic absenteeism rates. As a result of the increased offerings, the district's CTE completion rate went up and the district's suspension rate went down.

This goal and its services are believed to be good for the district even though not all metrics have been met. Results of this goal have been communicated to the district's educational partners and in general they are in agreement that it is a good goal and that the services and actions should continue as planned.

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.

Specific student group data was added to the following metrics to ensure equity in progress monitoring: CTE completion rate and the chronic absenteeism rate. Due to the fact that the College and Career indicator is not currently being reported on the dashboard, the district will use the rate of students graduating with both a high school diploma and a college AA degree as a means to measure and report on this metric until the CCI rate is made available. The school connectedness and safety metric is being updated to include parents and staff. Lastly, the following changes must also be noted since they differ from the way they were in the 2021/22 LCAP:

*HS Dropout - Low-income student data added and homeless data deleted

*Attendance - adjustment to Year 2 and Outcome data to show the complete school year's data

*Suspension Rate - additional student groups were added

*Sense of Safety/Connectedness - additional student groups were added along with teacher and parent data. For 2021/22 teacher data was available and parent data was not. For the 2022/23 school year parent data will be collected and populated.

*Other Pupil Outcomes - additional student groups were added

No changes were made to the actual goal or the desired outcomes of this goal during the 2021/22 school year. For the 2022/23 school year, the district will look to hire an additional campus monitor of MHS (action 6 - Safe School Environment). Enrollment at MHS has been steadily increasing and more supervision is needed to ensure the safety and well-being of students and staff. Furthermore, input from the PAC also demonstrates this need. The goal is to have an additional campus monitor in place at MHS by the start of the 2022/23 school year.

For the 2022/23 school year the allocated amounts for actions 5, 6, 9 and 11 have increased significantly. Based on need and input from our educational partners, the district is looking to promote and expand on current mental and physical health offerings (action 5). To go along with this, our educational partners are also supportive of the district's continued efforts in maintaining and sustaining safe school environments; hence, the district will look to improve on current practices and initiatives (action 6). Action 9 has allowed the district to provide increased/improved services in the areas of college & career readiness and the district would like to continue to offer and expand/improve on these services to ensure that there is continued success in this area. The increased allocation for this particular action is also due to the recently negotiated salary increases. With regards to action 11, the district has noted the need to continue to make facility

improvements at all school sites as recommended by staff and the district's educational partners. Therefore to accommodate this request and the fact that enrollment at all school sites is increasing, the district has decided to increase the allocated amount for this service. These budget increases have been clearly communicated to the district's educational partners and support has been granted.

Additionally for the 2022-23 school year, the district will look to reduce the student to staff ratios by providing more staffing (action 6) to continue to provide a safe learning environment and additional teachers and staffing to be able to offer additional CTE opportunities or to expand on the current offerings (action 9).

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

Goals and Actions

Goal

Goal #	Description
3	Develop and grow a professional learning culture to assist our students in becoming leaders, scholars, and champions.

An explanation of why the LEA has developed this goal.

Achieving academic proficiency for all students begins with providing sufficient materials and good first instruction. Good first instruction requires a properly certificated teaching workforce. Statewide assessments for ELA, Math, and ELD indicate low performance by all students and subgroups. Therefore retaining and developing a professional learning culture is essential to the future success of the district.

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	94.1% Properly Credentialed 0% Mis-assignments 0% Vacancies Data Year: 2020-21 Data Source: SARC & HR	94.2% Properly Credentialed 0% Mis-assignments 0% Vacancies Data Year: 2021-22 Data Source: SARC & HR			97% Properly Credentialed 0% Mis-assignments 0% Vacancies Data Year: 2023-24 Data Source: SARC & HR
Facilities maintained in good repair	100% Data Year: 2020-21 Data Source: SARC & Williams Report	100% Data Year: 2021-22 Data Source: SARC & Williams Report			100% Data Year: 2023-24 Data Source: SARC & Williams Report

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Administration	<p>The district will provide district level administrators and site level administrators that will facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the Common Core State Standards (CCSS).</p> <p>All administrators will also work collaboratively to provide a clean, safe, and orderly professional environment that will allow the staff (both certificated and classified) to perform their respective assigned duties efficiently and effectively in an effort to carry out and execute both the district's vision and mission.</p> <p>Site administrators (instructional leaders) will provide ongoing professional development and and real time guidance and instructional coaching for all staff members.</p>	\$2,500,000.00	No
3.2	Certificated Staff	<p>The district's Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet the district's minimum requirements as set forth by the district's governing board. Any current employee not completely credentialed will have an intervention plan developed for them that will be supported by the district.</p> <p>The district will continue to provide qualified staffing and support recruitment efforts.</p>	\$15,287,365.00	No
3.3	Support Staff	<p>The district will provide essential support staff (district and site) to carry out day to day operations and routine duties. The district will also provide the necessary resources, materials, and supplies for the execution these operations and duties.</p>	\$1,240,135.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Clean and Well Maintained Facilities	<p>Provide clean and well-maintained up-to-date schools.</p> <p>The district will continue to provide personnel and support for the MOT department to ensure that all district schools and facilities are maintained.</p> <p>Support for district modernization projects.</p>	\$5,775,806.00	No
3.5	Professional Development (EL PD)	<p>It was noted in the Educational Partner feedback that there was a need for additional professional development for teachers to support ELs, specifically in the area of literacy.</p> <p>To address this need, the district will provide EL specific professional development with a focus on guided reading along with materials, and resources that will encourage the participation and engagement of all staff.</p> <p>The district will also pay for staff participation in district committees (Curriculum Advisory Committee, Technology Committee, Behavior Committee, and other adjunct committees) that support staff development and promote EL student growth. These committees meet after the contractual duty day and participating teachers get paid the district's negotiated hourly rate for supplemental services.</p> <p>Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of our English Learners as the professional development provided will be designed to meet the specific academic needs of ELs (literacy). However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	\$315,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Instructional Support	<p>Mendota struggles to retain teachers due to the rural location. In addition, there have been many retirements. Therefore there are frequent new teachers each school year within the district. New teachers require additional support and coaching to improve their understanding of state and local assessments. They also need support with instructional design and delivery, especially to meet the needs of English Learners and LI students that are behind their peers academically.</p> <p>Therefore, to address this need and ensure that our ELs and low income students receive the best first-instruction and lesson delivery, the district will provide Academic Coaches for all school sites. The Academic Coaches will provide one-on-one real time coaching to teachers in need of support. The coaches will provide individual curriculum-focused professional development for teachers in addition to helping them understand “why” ELs and low income students require certain instructional resources and “when” those resources are needed.</p> <p>We expect that the CAASPP ELA scores, CAASPP Math scores, and reading levels will increase as the services provided by the academic coaches will focus on providing teachers with the strategies needed to meet the instructional needs and supports of our ELs and low income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our CAASPP scores for ELs and low income students will increase by 1% for the following three years. In addition, it is expected that the percentage of ELs and low income students that are reading on grade level will increase by 2% for the following 3 years.</p> <p>Through this action, it is expected that Mendota Unified will be able to retain teachers at a higher rate. Additionally, the teachers will be able</p>	\$610,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to better meet the needs of English Leaders and LI students resulting in increased academic performance.		
3.7	Rural Residency Program	<p>As demonstrated in the metric section above (percentage of properly credential teachers) and input from the Parent Advisory Committee, the need to hire properly credentialed teachers for our ELs and low income students exist. Not meeting this metric has an impact on academic achievement data (CAASPP ELA data, CAASPP Math data, and Fountas and Pinnell reading level data).</p> <p>To ensure our ELs and low income students continue to improve in their academic achievement as reflected by CAASPP scores in ELA and Math the district will continue to search for/find and attract quality teachers that are properly credentialed. Since Mendota is a rural community that is nearly an hour outside of the city of Fresno, it is hard to attract new teachers and compete with larger districts that are more centrally located. Therefore, the district will partner with Fresno County Superintendent of Schools (FCSS) in a collaborative residency program to attract "homegrown" teachers. The district will provide mentor teachers that will ensure excellent instructional development for teacher candidates. FCSS will assign a program coordinator that will facilitate collaboration between resident and mentors in addition to collaborating with university faculty to deliver professional learning that is aligned with the mission and vision of the residency partnership.</p> <p>We expect that the CAASPP ELA scores, CAASPP Math scores, and reading levels will increase as the residency program will work to provide homegrown teachers that will best understand the unique needs and challenges of our ELs and low income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>MUSD expects that our CAASPP scores for ELs and low income students will increase by 1% for the following three years. In addition, it is expected that the percentage of ELs and low income students that</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are reading on grade level will increase by 2% for the following 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.

The district implemented all 7 actions/services within this goal as planned with no adjustments made throughout the year.

As demonstrated by the metric section above, the percentage of properly credentialed teachers remained the same. This in large part has to do with the fact that as a school district we continue to hire more teachers due to increasing enrollment and the fact that there is a teacher shortage in California. To address this need, the district will continue to partner with the county office of education through the Rural Residency Program (Action 7). This program should allow for a streamline process that will allow the district to bring back some of our own former students in a manner that will be much more efficient and beneficial to both the district and the potential teacher. Also recognizing that many of our current teachers are new to the profession and in need of support, the district provided and will continue to provide the services as described in action 5 and action 6. Providing an academic coach for each school site and the needed English Learner PD should help our staff meet the learning needs of our English Learners and low income students.

Student achievement in the school district continues to positively progress due in large part to the staff. The district prides itself in ensuring that all students receive "first-best" instruction in facilities that are up-to-date and well maintained. The services found within this goal allow the district to provide the necessary services needed to maintain and update facilities. Well maintained and updated facilities are instrumental when trying to develop and grow a professional learning culture. Staff plays a huge role in this; therefore, the district will continue to improve on the implementation of the above listed services/actions to ensure that progress towards goal attainment is met.

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

All 7 actions found within this goal were carried out as planned. However, it is estimated that not all budgeted funds will be used. The following actions will have a difference between budgeted expenditures and estimated actual expenditures: 4 & 5. To complete the execution of these actions/services for the school year, the district used other relief funds.

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

The actions/services performed under this goal were effective as demonstrated by some of the most current academic gains made by our students (current percentage of students reading on grade level, current reclassification count, and the current local benchmark data in ELA and math)- actions 5 and 6 has allowed the district to provide the needed support and professional development. Furthermore, as a district we have improved in two areas that were previously focused areas; high school graduation rate and CTE completion rate. When recognizing student success, teachers and staff should also be recognized and ensuring that the district continues to provide qualified and suitable staff is a major component of this goal (action 2- certificated staff and action 1- district leadership ensuring that qualified personnel is hired). Another highlight that is a direct result of the actions and services of this goal is that students were able to attend well-maintained facilities as noted by the Williams Inspection report (action 4). MUSD prides itself in providing clean and well-maintained facilities. Support staff that is provided through the execution of this goal allows the district to continue to provide the best facilities possible for our students.

It is believed that through the execution of this goal the district will continue to see academic gains being made. To ensure this, the district will continue to carry out the actions and services of this goal as planned for the year to come. Overall, implementation of the elements within this goal did result in improved services for our students indirectly. Indirectly because these services actions directly impacted the staff, which in turn affects the students including the district's ELs and low income students.

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

No changes were made to this goal, the metrics associated with this goal, or the desired outcomes of this goal during the 2021/22 school year.. In addition, there will be no changes to the goal or actions for the 2022/23 school year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
15,866,045	2,150,435

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
47.42%	15.40%	\$4,762,620.00	62.82%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was

to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing action titles are:

- Goal #1 Action #5 Learning Interventions and Supports
- Goal #1 Action #6 Technology In & Out of the Classroom
- Goal #1 Action #7 Paraprofessionals
- Goal #1 Action #8 Guidance Instructional Specialist
- Goal #1 Action #9 Newcomer Orientation
- Goal #1 Action #10 Class Size Reduction
- Goal #1 Action #11 Curricular Oversight
- Goal #1 Action #12 English Learner Program Intervention and Supports
- Goal #2 Action #1 Information Technology
- Goal #2 Action #5 Mental & Physical Health
- Goal #2 Action #6 Safe School Environment
- Goal #2 Action #7 Parent & Stakeholder Participation/Engagement
- Goal #2 Action #8 21st Century Learning Environments & Opportunities
- Goal #2 Action #9 College & Career Readiness (CTE, VAPA, & Dual Enrollment)
- Goal #2 Action #10 Attendance
- Goal #2 Action #11 Facility Improvements
- Goal #2 Action #12 Engagement Opportunities
- Goal #3 Action #5 Professional Development (EL PD)
- Goal #3 Action #6 Instructional Support
- Goal #3 Action #7 Rural Residency Program

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

Mendota Unified School District has demonstrated it has at met the 48.59% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 48.59% proportionality percentage based on the contributing actions/services in this plan. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action’s description meets/exceeds requirements for the “principally directed and effective threshold”

as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

- Goal #1 Action #9 Newcomer Orientation
- Goal #1 Action #12 English Learner Program Intervention and Supports
- Goal #3 Action #5 Professional Development (EL PD)

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

All school sites in the school district have a high concentration of either foster youth, English learners, or low income students. Therefore, the additional concentration grant add-on will be used to provide additional staffing at all sites based on a needs analysis that shall include (1) enrollment data and (2) performance data; including metrics that are associated with the district's culture and climate (suspension/expulsion data, well-maintained facilities, and the California Healthy Kids Survey).

The following actions are being implemented to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent. The actions below were selected due to the fact that these services are easily and heavily impacted as enrollment increases; consequently, the district will be able to continue to reduce the student to staff ratio.

- Goal #1 Action #7 - Paraprofessionals; all schools
- Goal #1 Action #10 - Class Size Reduction; grades 4 -12
- Goal #2 Action # 6 - Safe School Environment; all schools
- Goal #2 Action #9 - College and Career Readiness; all schools

In an effort to continuously provide the best services possible, staff may be increased within other goals that do not specifically call it out. Some actions/services found within this plan identify personnel that have been executing a service for many years and the need to increase the service is not routinely analyzed. Therefore, it must be noted that the district will look to reduce the student to staff ratio in all areas so long as it is a direct service to our students. This has been clearly communicated to our educational partners and they are in full agreement of this.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A - All schools qualify	Elem - 1:76, Middle - 1:70, and HS - 1:65
Staff-to-student ratio of certificated staff providing direct services to students	N/A - All schools qualify	Elem - 1:21, Middle - 1:19, HS - 1:17

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$54,474,345.00				\$54,474,345.00	\$31,034,899.00	\$23,439,446.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Standards Aligned Curriculum	All	\$926,100.00	\$0.00	\$0.00	\$0.00	\$926,100.00
1	1.2	Progress Monitoring Via Technology	All	\$397,000.00	\$0.00	\$0.00	\$0.00	\$397,000.00
1	1.3	Maintain IDEA Compliance	Students with Disabilities	\$2,862,548.00	\$0.00	\$0.00	\$0.00	\$2,862,548.00
1	1.4	Academic Counselors	All	\$537,587.00	\$0.00	\$0.00	\$0.00	\$537,587.00
1	1.5	Learning Interventions and Supports	English Learners Foster Youth Low Income	\$1,911,098.00	\$0.00	\$0.00	\$0.00	\$1,911,098.00
1	1.6	Technology In & Out of Classroom	English Learners Foster Youth Low Income	\$1,871,129.00	\$0.00	\$0.00	\$0.00	\$1,871,129.00
1	1.7	Paraprofessionals	English Learners Foster Youth Low Income	\$930,000.00	\$0.00	\$0.00	\$0.00	\$930,000.00
1	1.8	Guidance Instructional Specialist	English Learners Foster Youth Low Income	\$687,000.00	\$0.00	\$0.00	\$0.00	\$687,000.00
1	1.9	Newcomer Orientation	English Learners	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00
1	1.10	Class Size Reduction	English Learners Foster Youth Low Income	\$1,150,000.00	\$0.00	\$0.00	\$0.00	\$1,150,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Curricular Oversight	English Learners Foster Youth Low Income	\$190,000.00	\$0.00	\$0.00	\$0.00	\$190,000.00
1	1.12	English Learner Program Interventions and Supports	English Learners	\$1,911,098.00	\$0.00	\$0.00	\$0.00	\$1,911,098.00
2	2.1	Information Technology	English Learners Foster Youth Low Income	\$105,000.00	\$0.00	\$0.00	\$0.00	\$105,000.00
2	2.2	Materials/Supplies for Core Offerings	All	\$392,047.00	\$0.00	\$0.00	\$0.00	\$392,047.00
2	2.3	Transportation	All	\$2,650,000.00	\$0.00	\$0.00	\$0.00	\$2,650,000.00
2	2.4	Communication & Outreach	All	\$38,202.00	\$0.00	\$0.00	\$0.00	\$38,202.00
2	2.5	Mental & Physical Health	English Learners Foster Youth Low Income	\$1,173,153.00	\$0.00	\$0.00	\$0.00	\$1,173,153.00
2	2.6	Safe School Environment	English Learners Foster Youth Low Income	\$2,240,263.00	\$0.00	\$0.00	\$0.00	\$2,240,263.00
2	2.7	Parent & Educational Partner Participation/Engagement	English Learners Foster Youth Low Income	\$28,941.00	\$0.00	\$0.00	\$0.00	\$28,941.00
2	2.8	21st Century Learning Environments & Opportunities	English Learners Foster Youth	\$1,101,371.00	\$0.00	\$0.00	\$0.00	\$1,101,371.00
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	English Learners Foster Youth Low Income	\$3,925,809.00	\$0.00	\$0.00	\$0.00	\$3,925,809.00
2	2.10	Attendance	English Learners Foster Youth Low Income	\$210,000.00	\$0.00	\$0.00	\$0.00	\$210,000.00
2	2.11	Facility Improvements	English Learners Foster Youth Low Income	\$2,436,582.00	\$0.00	\$0.00	\$0.00	\$2,436,582.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Engagement Opportunities	English Learners Foster Youth Low Income	\$131,000.00	\$0.00	\$0.00	\$0.00	\$131,000.00
2	2.13	Personal Protection Equipment	All	\$850,000.00	\$0.00	\$0.00	\$0.00	\$850,000.00
3	3.1	Administration	All	\$2,500,000.00	\$0.00	\$0.00	\$0.00	\$2,500,000.00
3	3.2	Certificated Staff	All	\$15,287,365.00	\$0.00	\$0.00	\$0.00	\$15,287,365.00
3	3.3	Support Staff	All	\$1,240,135.00	\$0.00	\$0.00	\$0.00	\$1,240,135.00
3	3.4	Clean and Well Maintained Facilities	All	\$5,775,806.00	\$0.00	\$0.00	\$0.00	\$5,775,806.00
3	3.5	Professional Development (EL PD)	English Learners	\$315,111.00	\$0.00	\$0.00	\$0.00	\$315,111.00
3	3.6	Instructional Support	English Learners Foster Youth Low Income	\$610,000.00	\$0.00	\$0.00	\$0.00	\$610,000.00
3	3.7	Rural Residency Program	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
33,456,790	15,866,045	47.42%	15.40%	62.82%	\$21,017,555.00	0.00%	62.82 %	Total:	\$21,017,555.00
								LEA-wide Total:	\$19,257,555.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,760,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Learning Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,911,098.00	
1	1.6	Technology In & Out of Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,871,129.00	
1	1.7	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$930,000.00	
1	1.8	Guidance Instructional Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$687,000.00	
1	1.9	Newcomer Orientation	Yes	LEA-wide	English Learners	All Schools	\$80,000.00	
1	1.10	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCabe Elementary, Mendota	\$1,150,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Elementary, Mendota Junior High School, & Mendota High School 4 - 12		
1	1.11	Curricular Oversight	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,000.00	
1	1.12	English Learner Program Interventions and Supports	Yes	LEA-wide	English Learners	All Schools	\$1,911,098.00	
2	2.1	Information Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	
2	2.5	Mental & Physical Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,173,153.00	
2	2.6	Safe School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,240,263.00	
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,941.00	
2	2.8	21st Century Learning Environments & Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,101,371.00	
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,925,809.00	
2	2.10	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,000.00	
2	2.11	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,436,582.00	
2	2.12	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$131,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.5	Professional Development (EL PD)	Yes	LEA-wide	English Learners	All Schools	\$315,111.00	
3	3.6	Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Washington Elementary, Mendota Elementary, McCabe Elementary, Mendota Junior High, & Mendota High School	\$610,000.00	
3	3.7	Rural Residency Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$44,380,631.00	\$38,530,142.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards Aligned Curriculum	No	\$926,100.00	\$601,965.00
1	1.2	Progress Monitoring Via Technology	No	\$397,000.00	\$258,050.00
1	1.3	Maintain IDEA Compliance	No	\$2,532,497.00	\$2,532,497.00
1	1.4	Academic Counselors	No	\$544,500.00	\$544,500.00
1	1.5	Learning Interventions and Supports	Yes	\$911,098.00	\$592,214.00
1	1.6	Technology In & Out of Classroom	Yes	\$1,109,576.00	\$721,224.00
1	1.7	Paraprofessionals	Yes	\$670,000.00	\$435,500.00
1	1.8	Guidance Instructional Specialist	Yes	\$670,000.00	\$670,000.00
1	1.9	Newcomer Orientation	Yes	\$75,000.00	\$75,000.00
1	1.10	Class Size Reduction	Yes	\$1,150,000.00	\$1,150,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Curricular Oversight	Yes	\$180,417.00	\$180,417.00
1	1.12	English Learner Program Interventions and Supports	Yes	\$911,098.00	\$592,214.00
2	2.1	Information Technology	Yes	\$96,680.00	\$96,680.00
2	2.2	Materials/Supplies for Core Offerings	No	\$392,047.00	\$392,047.00
2	2.3	Transportation	No	\$2,650,000.00	\$2,650,000.00
2	2.4	Communication & Outreach	No	\$38,202.00	\$38,202.00
2	2.5	Mental & Physical Health	Yes	\$563,153.00	\$563,153.00
2	2.6	Safe School Environment	Yes	\$1,100,263.00	\$715,171.00
2	2.7	Parent & Stakeholder Participation/Engagement	Yes	\$28,941.00	\$28,941.00
2	2.8	21st Century Learning Environments & Opportunities	Yes	\$1,101,371.00	\$715,891.00
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	\$2,425,809.00	\$1,576,776.00
2	2.10	Attendance	Yes	\$200,000.00	\$200,000.00
2	2.11	Facility Improvements	Yes	\$674,675.00	\$674,675.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Engagement Opportunities	Yes	\$131,000.00	\$131,000.00
2	2.13	Personal Protection Equipment	No	\$850,000.00	\$552,500.00
3	3.1	Administration	No	\$2,500,000.00	\$2,500,000.00
3	3.2	Certificated Staff	No	\$13,717,365.00	\$13,717,365.00
3	3.3	Support Staff	No	\$910,472.00	\$910,472.00
3	3.4	Clean and Well Maintained Facilities	No	\$5,998,256.00	\$3,898,866.00
3	3.5	Professional Development (EL PD)	Yes	\$315,111.00	\$204,822.00
3	3.6	Instructional Support	Yes	\$600,000.00	\$600,000.00
3	3.7	Rural Residency Program	Yes	\$10,000.00	\$10,000.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$14,696,298	\$12,924,192.00	\$9,933,678.00	\$2,990,514.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Learning Interventions and Supports	Yes	\$911,098.00	\$592,214.00		0
1	1.6	Technology In & Out of Classroom	Yes	\$1,109,576.00	\$721,224.00		0
1	1.7	Paraprofessionals	Yes	\$670,000.00	\$435,500.00		0
1	1.8	Guidance Instructional Specialist	Yes	\$670,000.00	\$670,000.00		0
1	1.9	Newcomer Orientation	Yes	\$75,000.00	\$75,000.00		0
1	1.10	Class Size Reduction	Yes	\$1,150,000.00	\$1,150,000.00		0
1	1.11	Curricular Oversight	Yes	\$180,417.00	\$180,417.00		0
1	1.12	English Learner Program Interventions and Supports	Yes	\$911,098.00	\$592,214.00		0
2	2.1	Information Technology	Yes	\$96,680.00	\$96,680.00		0
2	2.5	Mental & Physical Health	Yes	\$563,153.00	\$563,153.00		0
2	2.6	Safe School Environment	Yes	\$1,100,263.00	\$715,171.00		0
2	2.7	Parent & Stakeholder Participation/Engagement	Yes	\$28,941.00	\$28,941.00		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	21st Century Learning Environments & Opportunities	Yes	\$1,101,371.00	\$715,891.00		0
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	\$2,425,809.00	\$1,576,776.00		0
2	2.10	Attendance	Yes	\$200,000.00	\$200,000.00		0
2	2.11	Facility Improvements	Yes	\$674,675.00	\$674,675.00		0
2	2.12	Engagement Opportunities	Yes	\$131,000.00	\$131,000.00		0
3	3.5	Professional Development (EL PD)	Yes	\$315,111.00	\$204,822.00		0
3	3.6	Instructional Support	Yes	\$600,000.00	\$600,000.00		0
3	3.7	Rural Residency Program	Yes	\$10,000.00	\$10,000.00		0

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$30,934,688	\$14,696,298	0.00	47.51%	\$9,933,678.00	0.00%	32.11%	\$4,762,620.00	15.40%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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