LCFF Budget Overview for Parents

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

CDS Code: 10-75127

School Year: 2023-24

LEA contact information:

Jose M. Ochoa
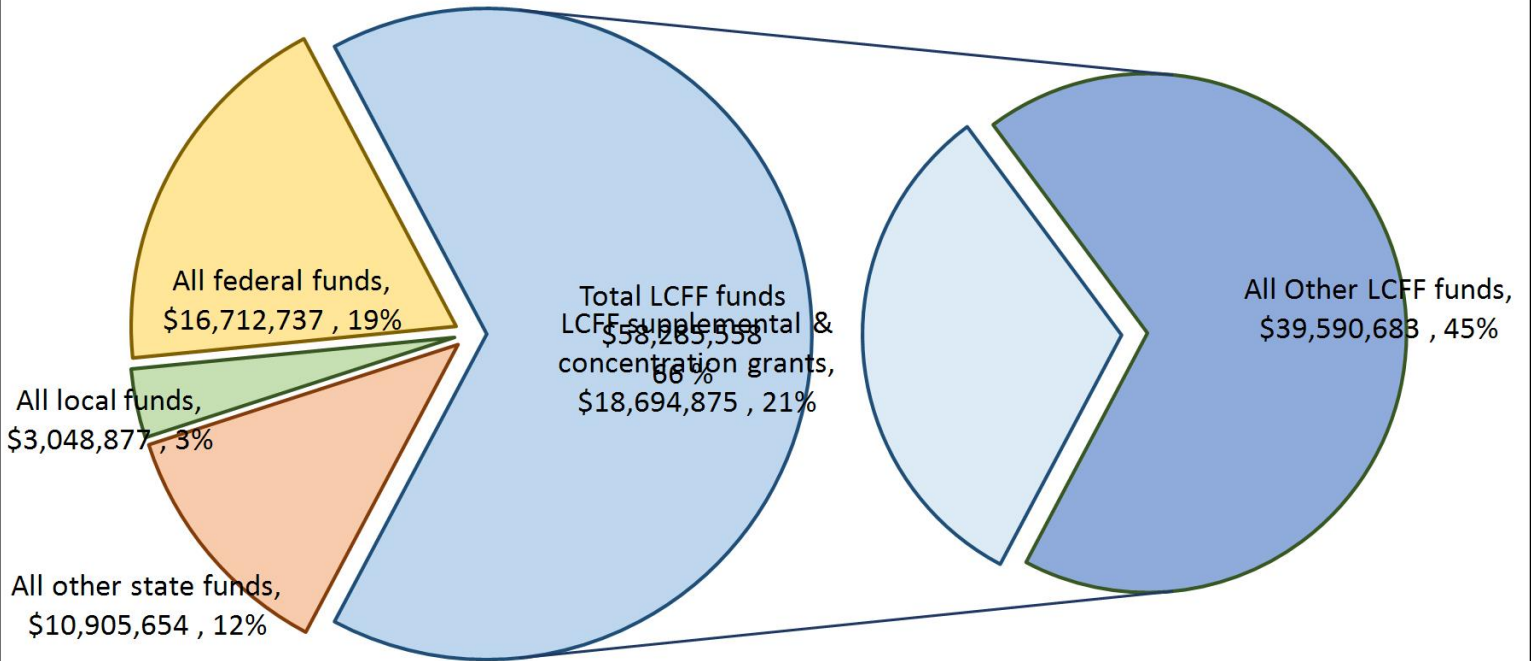
Director of State & Federal Programs

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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 2023-24 School Year

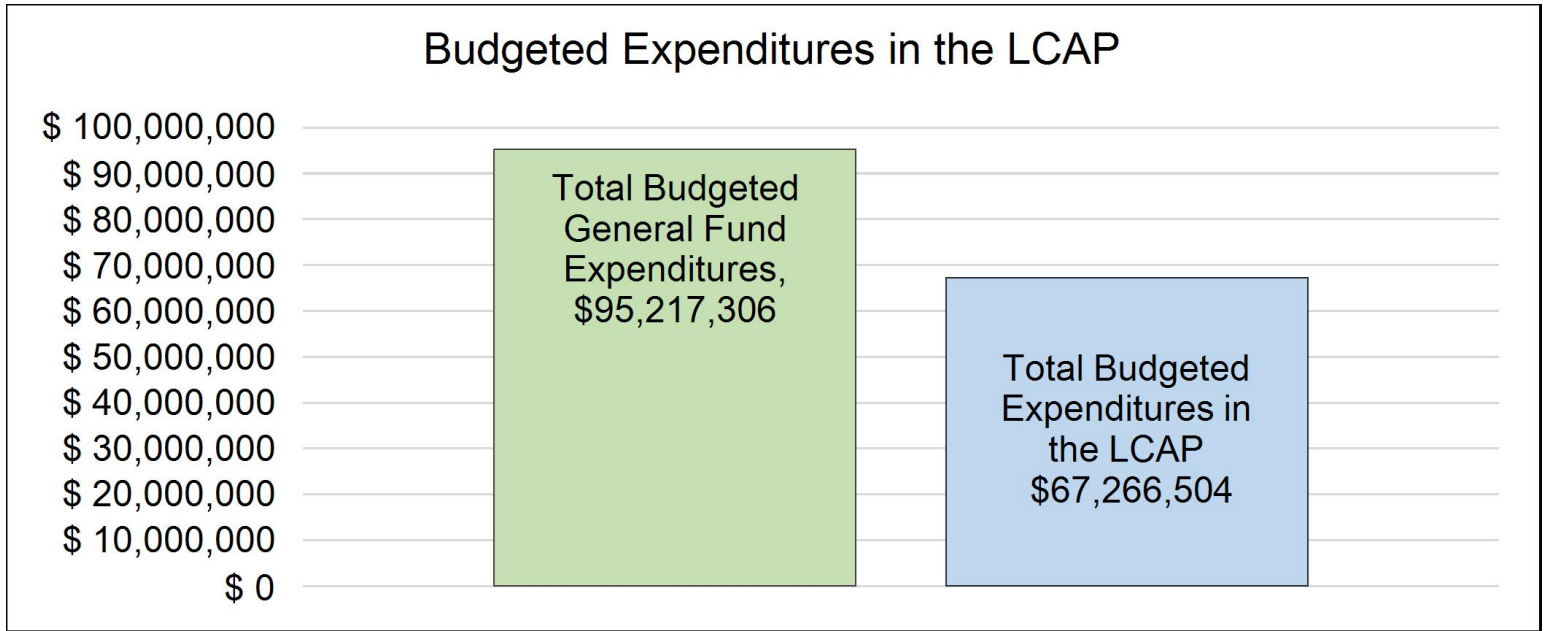## Projected Revenue by Fund Source

All federal funds, $16,712,737 , 19%

All local funds, $3,048,877 , 3%

All other state funds, $10,905,654 , 12%

Total LCFF funds $58,285,558 66 %

LCFF supplemental & concentration grants, $18,694,875 , 21%

All Other LCFF funds, $39,590,683 , 45%

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 $88,952,826, of which $58,285,558 is Local Control Funding Formula (LCFF), $10,905,654 is other state funds, $3,048,877 is local funds, and $16,712,737 is federal funds. Of the $58,285,558 in LCFF Funds, $18,694,875 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $95,217,306

Total Budgeted Expenditures in the LCAP $67,266,504

This chart provides a quick summary of how much Mendota Unified School District plans to spend for 2023-24. 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 $95,217,306.11 for the 2023-24 school year. Of that amount, $67,266,504 is tied to actions/services in the LCAP and $27,950,802.11 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 2023-24 School Year

In 2023-24, Mendota Unified School District is projecting it will receive $18,694,875 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 $28,125,182 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 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $21,017,555

Actual Expenditures for High Needs Students in LCAP: $14,165,233
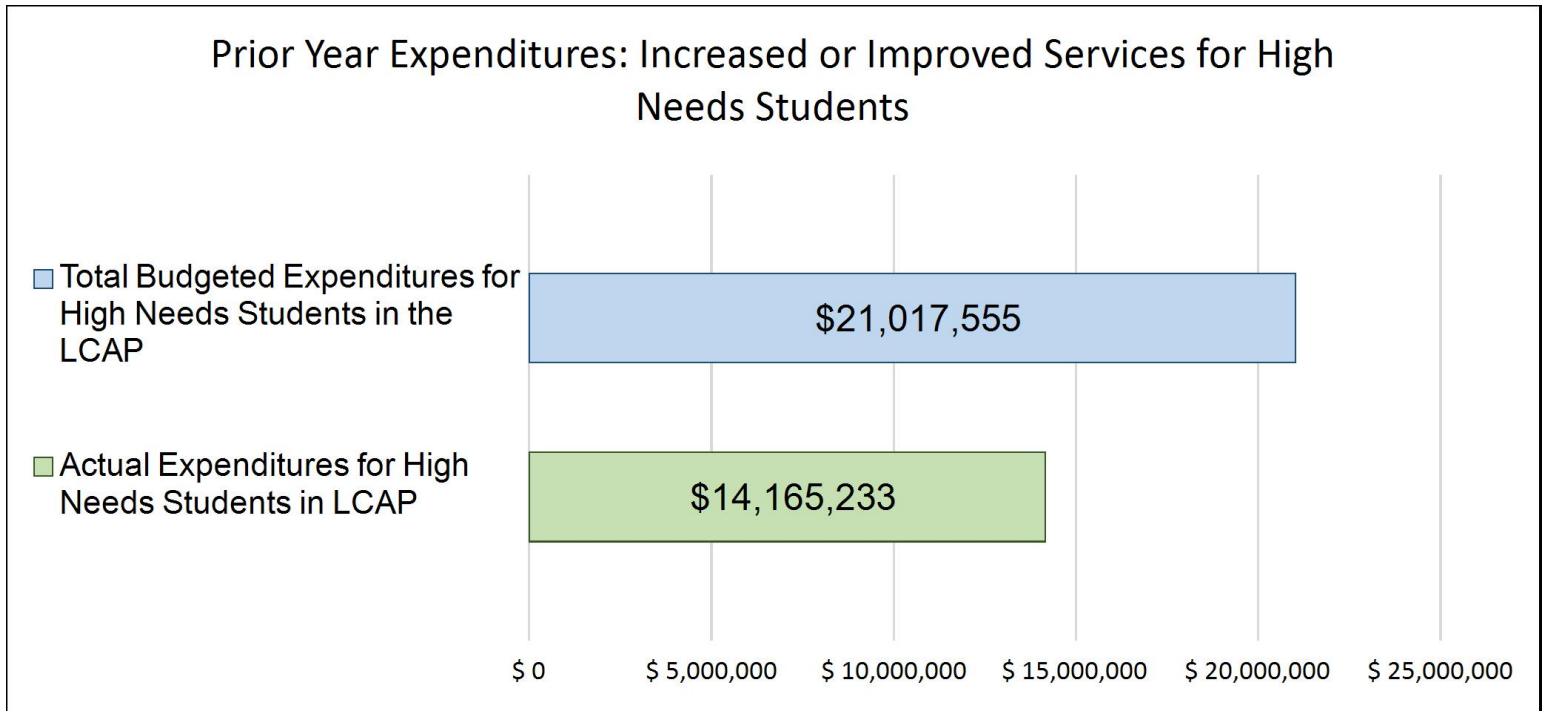
This chart compares what Mendota Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mendota Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Mendota Unified School District's LCAP budgeted $21,017,555 for planned actions to increase or improve services for high needs students. Mendota Unified School District actually spent $14,165,233 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-6,852,322 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 due to the fact that the district still had the availability of other state and federal funding sources that were received as a result of the COVID 19 Pandemic. Therefore, many of the actions and services that were designed to increase or improve services for high needs students in 2022-23 were implemented using other district revenues. The difference in budgeted expenditures and actual expenditures for High Needs Students did not have an impact on the actions and services because they were still carried out as planned.

Local Control and 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 [2023-24]

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 13,000. 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 55% of the students are classified as English Learners and currently the district has less than 10 Foster Youths. A total of 7 schools serve these students: Washington Elementary School (TK-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.

The city of Mendota attracts new migrant and immigrant families because of its location and the possibilities (employment and shelter). Due to this, Mendota has always been known and recognized as a town that can be a good start for migrant and immigrant families. The housing situation in Mendota has improved over the past couple of years with many new homes having been built. Unfortunately, due to economic hardship many of the new families are only able to find and affordable place to live with another family or families. Consequently, school-age children living in these conditions are considered homeless. Currently seven percent (7% or 265 students) of the students enrolled in the district are classified as homeless and four percent (4% or 45 students) of the high school's student population is considered to be homeless. Many of the homeless students are also classified as Immigrant students. It is important to note that these students are faced with both academic challenges (language & and no prior schooling) and social/emotional challenges (homelife & stability) and for this reason many of the services found within this plan are written with the intent to improve on the performance of this subgroup.

Reflections: Successes

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

As a district, when comparing the 2020/21 SBAC data to the 2021/22 SBAC data in the areas of ELA and Math, growth is demonstrated. This is important to point out because the current dashboard does not consider growth when determining status levels. In ELA there was a 12.11% increase and in the area of Math there was a 6.99% improvement. To continue to make this an ongoing trend the district will continue to implement the state standards and ensure that all students have access to standards aligned curriculum. According to the state-provided "self-assessment" tool, the 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 (Goal #1 actions 1 and 11, Goal #2 action 2, and Goal #3 action 6). 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.

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. A comparison of the 2020/21 SBAC data to the 2021/22 SBAC data demonstrates that this subgroup made gains in both ELA and Math. The 2020/21 data is as follows: 5.8% of ELs met or exceeded standard in the area of ELA and 2.7% met or exceeded standard in the area of Math. In 2021/22 15.58% met or exceeded standard in ELA and 8.45% met or exceeded standard in Math. A review of ELPAC data also shows that this subgroup continues to make academic growth. In 2020/21 13.98% of students who took the assessment were proficient and in 2021/22 15.57% of the students were proficient. Lastly, the English Learner progress indicator indicates that 57.8% of the students are making progress towards English proficiency; the district goal is set at 56.5%. To maintain and continue with this success, the district will continue to support the Response to Intervention (RTI) programs at the elementary schools and continue to provide the learning intervention supports and the secondary level (Goal #1 action 5 of the 2023/24 LCAP). In addition, to ensure that ELs receive the support they need specific actions within the 2023/24 LCAP shall address this (Goal 1 actions 9 and 12, Goal #3 action 5).

During the 2018/19 school year the district made significant gains in the area of College and Career Readiness. Since then, this data point has not been reported; however the district continues to make improvement efforts in this area and current data demonstrate that these efforts are impacting student outcomes positively. Data demonstrates that the AP passing rate has increased from 22% in 2020/21 to 39% in 2021/22. Other measures to consider when analyzing the area of College and Career readiness are: A-G completion rates and dual credit program completion (AA degrees). These two metrics slightly decreased but it must be noted that the high school and the district will continue to monitor these areas closely to ensure future success of the programs. A transcript review of the current graduating class (Class of '23) demonstrates that the A-G rate may increase to as high as 47%. It is understood that the year of "distance-learning" negatively impacted this rate. The increases and maintenance of rates in this area are attributed to the district's continued focus on expansion of both the CTE programs and the dual enrollment programs and an increase in AP offerings. The high school staff will also work closely with district leadership to ensure that students continue to earn A-G credit when completing CTE and dual enrollment programs. For continued success and growth in this area, the district will continue to support Mendota High School's efforts in providing more opportunities for students 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 at Mendota High school can be found within goal #2 action 9 (College & Career Readiness).

Safety is a district priority and the district continues to make improvements in this area. School Resource Officers will continue to be a part of the 2023/24 plan. Professional development for staff in this area will continue to increase to ensure awareness and proper implementation of safety protocols and procedures. School sites will still be required to conduct a minimum of three lockdown drills per school year. A "Threat Assessment System" has been developed and staff will continue to receive district support to ensure proper implementation. Districtwide, improvements to existing surveillance equipment will continue to be made. Lastly, during the 2022/23 school year the district partnered with Raptor Technologies to develop an emergency management system that will use up-to-date technology to keep all educational partners who need to know informed and aware of emergency developments along with providing a digital platform for the district's reunification plan. For

the 2023/24 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).

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.

Other areas of great progress within the school district that have been highlighted by our educational partners during progress meetings include (1) improvements in technology, (2) expansion of our elementary music offerings, and (3) improvements and gains in the areas of mental health and Social-Emotional Learning. With regards to technology, MUSD is always looking to be able to provide the students and staff with the most updated available methods of teaching and learning. So maintaining internet connectivity and the Google Schools initiative is a priority. This along with constantly monitoring the technology infrastructure to ensure that the best services are available will remain the 2023/24 LCAP (Goal 1 actions #2 and #6 and Goal 2 action 1). During the 2022/23 school year, the district was able to hire an additional band/music teacher for our elementary students. This addition has been greatly appreciated by our students and parents and has provided all involved with additional motivation to engage. The district will continue to support the fine arts programs in the 2023/24 LCAP (Goal #2 action 9). Lastly, the district has made huge strides in the areas of mental health supports and social-emotional learning and according to the annual LCFF/LCAP educational partner survey it is recognized. During this current school year (2022/23) the district was able to hire an additional psychologist, a behavior specialist, and provide professional development to staff in this area. Recognizing the need and the request of our educational partners, the district will continue to make mental health and social-emotional learning a priority. The 2023/24 LCAP will have specific actions ensuring that this will continue (Goal #2 action 5).

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.

Based on current dashboard data, there are two subgroups whose performance on specific priorities have qualified the district to receive Differentiated Assistance from the County Office of Education. The two subgroups are the students with disabilities group (SWD) and the homeless student group. The identified areas for improvement for the SWD group are (1) chronic absenteeism and (2) state assessments (ELA & Math). The identified areas for improvement for the homeless student group are (1) chronic absenteeism, (2) state assessments (ELA & Math), and (3) graduation rate.

The district also has a school site that is eligible for Comprehensive Support and Improvement (CSI) and four schools that met the eligibility criteria for Additional Targeted Support and Improvement (ATSI). Mendota Continuation High met the criteria for CSI due to its very-high status on suspension rate. The four schools that are eligible for ATSI are: Mendota Elementary, McCabe Elementary, Mendota Junior High,

and Washington Elementary. The poor performing subgroups for Mendota Elementary and McCabe Elementary were the homeless students and the students with disabilities. For Mendota Junior High, the poor performing subgroups were the English Learners and the students with disabilities. Lastly, for Washington Elementary the poor performing student groups were the hispanic students, the homeless students, and the socioeconomically disadvantaged students. The common eligible indicators for all these school sites and most of all of these subgroups were (1) chronic absenteeism, (2) suspension rate, and (3) state assessments (ELA & Math). All these school sites will work closely with the Director of State & Federal Programs to ensure that their respective site plan (SPSA) addresses the identified needs and that there is alignment with the district's LCAP.

The district believes that the best approach to addressing the above documented needs begins with good hiring practices. 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, low income students, homeless students and our students with disabilities. It is believed that with appropriately credentialed and "fitting" teachers our students should make the necessary gains in the areas of need identified. 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 backgrounds to our students.

The chronic absenteeism rate increased significantly during the 2021/22 school year. In large part this is due to the effects of the COVID 19 pandemic. During this school year (2021/22), students that displayed symptoms of the virus were asked to quarantine. Many students fell into this predicament more than once during the school year. As a result the chronic absenteeism rate for the 2021/22 school year spiked to 42.6%. During the 2018/19 school year the chronic absenteeism rate was 9.2% and during the 2020/21 school year the rate was 9.6%; during both these years MUSD was below the state average. Consequently, chronic absenteeism will be addressed in the 2023/24 LCAP (Goal #2 action 10 Attendance). In addition, it is also recognized that students must be kept engage once in school; therefore, specific LCAP actions will be included that will address engagement opportunities for all students (Goal #2 actions 8, 9, 11, & 12).

Although the district has made significant progress with its English Learner student population, there is much work to be done as noted by the current dashboard results. The district's Educational Partner Survey also demonstrates that the district should continue to focus on this subgroup and provide the needed resources for them to advance academically such as technology tools (computer devices and internet hot spots). Current reading level data (K-6) demonstrates that 39% of English Learners are reading on grade level and that 48% of all students K-6 are reading on grade level. To address this gap, the district's RTI program will focus on literacy where students will be constantly assessed and monitored and instructional support will be provided as needed. Local and state data indicate that our ELs are struggling in the area of literacy and reading comprehension. Goal # 1 actions 2, 5, 7, 8, and 12 of this plan detail services to address this need. The reclassification rate dropped significantly; from 12.8% in 2019/20 to 4.9% in 2021/22. 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 an increase in both subject areas when compared to the 2021-22 SBAC results. Lastly, despite the efforts that have been made to improve the district's graduation rate, the district's dropout rate remains high (16.7% in 2021/22). The 2021/22 dropout rate for the

English Learner population is at 27.7%. 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 2023/24 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.

Since the release of the 2019 dashboard, MUSD has made progress in improving the graduation rate of the district's Homeless population. Current data demonstrates that the Homeless graduation rate is at 66.7% (20 out of 30; 2021/22) and that the overall district graduation rate is 78.0%. In 2020/21 the homeless graduation rate was 87.5% (14 out of 16) significantly greater than the current rate. Data demonstrates that the cohort size almost doubled in 2021/22 when compared to the previous school year. A closer look into who these students are reveals that many of them are entering the graduation cohort during the 11th and 12th grade and many with no prior schooling. Previously the district was identified for Differentiated Assistance (technical support through the county office of education) for this very same reason. Through the partnership with the County Office of Education, it was found that the district needed 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, this current LCAP, similar to the previous LCAPs, will include services that shall address these needs: (1) CTE offerings (goal #2 action 9 - College and Career Readiness) & (2) 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; the site principal will 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 support provided by this plan (23/24 LCAP) these students (homeless students) will have an increase in graduation rate and a drop in the dropout rate.

School safety remains a top concern and priority for our educational partners. The educational partner survey demonstrates that the community is in full support of having three (3) SRO's and that they desire to have an SRO at each of the school campuses meaning that the district would need to hire 2 more SRO's. District leadership is also supportive of adding 2 additional SRO's due to the fact that it will elevate the sense of security that is needed for a professional learning environment. Support of this initiative is evidenced in goal #2 actions 6.

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 its 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. During the 2022/23 school year the district purchased the Raptor Emergency Management System. This emergency management system allows for a much faster response to a crisis and keeps all informed with real-time messaging for all involved. In addition, this system is integrated with the district's student information system for the purpose of student and staff accountability and reunification if needed. The district will continue to support this system and therefore it will be included in this year's plan under goal #2 action 6 - Safe School Environment. The COVID-19 Pandemic has added a whole new layer of safety awareness to be considered 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). Furthermore, the district will look to expand on the current SRO agreement (goal #2 action 6); increasing the number of SRO's from 3 to 5. The two additional SRO's will be placed permanently at McCabe Elementary (grades 2-6; 900+ enrollment) and Mendota Elementary (grades K-6; 800+ enrollment). Both these two school sites have an enrollment count that has been increasing steadily for the past couple of years.

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 evidence by reviewing goal 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, homeless students, and students with disabilities 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 to have all students reading on grade level. Implementation of the program is made possible by the Guidance Instructional Specialist (GIS) at each school site who monitors 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.

Mendota Continuation is eligible for comprehensive support and improvement.

Support for Identified Schools

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

Mendota Continuation School is eligible for comprehensive support and improvement due to its high suspension rate. The district's Director of State & Federal Programs, along with staff from the county office of education, will work collaboratively to support the school site's development of its CSI plan (SPSA). To ensure that the need is addressed (high suspension rate), a root cause analysis will be conducted. Suspension data from previous school years will be reviewed to determine why students are being suspended and to see if prevention/interventions can be put in place. In addition to this, empathy surveys will be conducted to gain student perspectives and insight. Once the cause or possible causes are identified, presentations will be made to the School Site Council, staff, students, and parents to ensure that input opportunities are provided. Data reviewed and data gathered, along with the input that is provided, will then help guide the development of the CSI plan. The LEA supports sites in identifying which educational partners are essential to reach out to and how gathering input can inform the site's practices about teaching and learning. The School Site Council (SSC), in partnership with the site and LEA leadership, reviews this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporate the resources available through the Comprehensive Support and Improvement (CSI) program as well as through other district

provided resources in response to the identified needs. The site principal will work with the Director of State & Federal Programs to match the selected suspension prevention/intervention services/actions with the identified need. The LEA supports school sites to help them determine the best evidence-based interventions based on their specific site needs. This includes resources such as What Works Clearinghouse, which provides guidance on evidence-based interventions. Only researched based interventions that will address the identified needs will be selected. Through the root cause analysis, if resource inequities are identified, the site principal will work with the Director of State & Federal Programs to address them. The county office of education will also provide additional guidance and support along the way to ensure that all compliance requirements are met.

Monitoring and Evaluating Effectiveness

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

Mendota Unified School District has established an additional monitoring support structure for the identified CSI school (Mendota Continuation School; high suspension rate) that includes bringing together district leaders, other principals and administrators for the purpose of supporting the implementation of improvement actions. In addition the district will develop and implement processes and procedures specifically to ensure that monitoring of the plan implementation occurs at multiple levels that shall include site teachers, site leaders, and the LEA regional administrator collecting and analyzing relevant data monthly. Plan implementation will be evaluated using the Continuous Cycle of Improvement Process Tool; the Director of State & Federal Programs and site principal will work collaboratively on this. Data and metrics relevant to CSI identification will be reviewed quarterly and coaching will be provided in areas of need; this coaching will include data monitoring and action implementation assistance. The CSI plan effectiveness will be evaluated by the site principal and the Director of State & Federal Programs also using the Continuous Cycle of Improvement Process. Correlating site/plan metrics will be reviewed during this process. Based on this, if outcomes are positive, a new cycle of improvement may begin. The primary measurement of the effectiveness of implementation will be student discipline/behavior and ultimately the suspension rate. The primary goal of establishing structures and routines along with implementing programs, systems, protocols in the area of school culture and climate shall reduce the number of discipline issues and consequently the suspension rate. Student discipline data will be collected and during these collaborative support meetings, site and district leaders will review it and adjust practices and preventions accordingly based on the kind/type of misbehavior. This data will be tracked at the site level and reviewed during the monthly collaborative support meetings, with any proposed changes to the plan being discussed with the School Site Council.

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 2023, 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 2023 - 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:

Student Presentation – MHS - February 07, 2023
Student Presentation – MJH - February 08, 2023
Parent Advisory Council (PAC) - February 14, 2023
Fresno County SELPA - February 16, 2023
Educational Partner Meeting including community members and parents - February 21, 2023
Educational Partner Meeting including community members and parents - February 28, 2023
MUSD Administration (Principals, Directors, CBO, and Superintendent) - March 01, 2023
MUSD Teachers & Certificated Bargaining Unit - March 14, 2023
MUSD CSEA/Classified - March 15, 2023
Parent Advisory Council (A-G, CTE, A-G & CTE, Graduation Rate, & Dropout Rate) - March 23, 2023
DELAC - April 13, 2023

The draft LCAP was presented to PAC and DELAC on May 18, 2023 for their respective review and comment. During this meeting members engaged in discussion and expressed their support of the current goals, actions, and desired outcomes. 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.

5/01/2023 - Public comment period for two weeks (draft LCAP was made available online and hard copies were available upon request)
6/14/2023 - Public Hearing
6/20/2023 - Local Board adopted the LCAP and approved the district budget; local indicator outcomes were presented as a non-consent item
6/21/2023 - 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 (MTA, Teachers, Parents, & Community members)
2) requested actions that would lead to safe school environments (both physical and mental) including (1) increasing the number of SRO's from 3 to 5 and (2) the ongoing availability of personal protection equipment and sanitation routines and procedures (Classified staff, CSEA leadership, Certificated staff, MTA leadership, & 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)
11) requested that School Resource Officers have more of an instructional role 1) coordinate and conduct meetings, assemblies, and classroom visitations at both the elementary level and secondary level and 2) conduct class at the secondary level to teach students about criminal justice concepts.

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 number 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 (78%). 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, Mathematics, 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 6; two additional SRO's and 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)
8) Look into the possibility of having district SRO's teach at the secondary level - goal 2 action 6 (Safe School Environment)

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 our low income students, English learners, and foster youths. 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	4.96 = full implementation Data Year: 2022-23 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 exceeded standards: All Students = 37.54% EL = 15.68% SWD = 15.00% Low Income = 36.93%		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
	Data Year: 2020-21 Data Source: i-Ready Junior High 54.6% Data Year: 2020-21 Data Source: CFA's High School 50% Data Year: 2020-21 Data Source: CFA's Smarter Balanced TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Data Year: 2020-21 Data Source: CAASPP Test Results Adjusted - 2021/22	Data Year: 2021-22 Data Source: CAASPP Test		Data Year: 2023/24 Data Source: CAASPP Test Results
Smarter Balanced Math Note: Local benchmarks will be used until CAASPP results become available	Met or exceeded standards: Local 2021 Benchmark data Elementary 11% Data Year: 2020-21 Data Source: i-Ready Junior High	Met or exceeded standards: 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	Met or exceeded standards: All Students = 18.82% EL = 8.45% SWD = 3.33% Low Income 18.55% Data Year: 2021-22 Data Source: CAASPP Test		Met or exceeded standards: All Students = 38.35% EL = 21.61% SWD = 16.5% Low Income = 38.09% 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
	37.9% Data Year: 2020-21 Data Source: CFA's High School 60% Data Year: 2020-21 Data Source: CFA's Smarter Balanced TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20				
Access to standards aligned instructional materials	Access to standards aligned instructional materials: 100% Year: 2020-21 Data Source: State provided reflection tool	Access to standards aligned instructional materials: 100% Year: 2021-22 Data Source: State provided reflection tool	Access to standards aligned instructional materials: 100% Year: 2022-23 Data Source: State provided reflection tool		Access to standards aligned instructional materials: 100% - Maintain Year: 2023-24 Data Source: State provided reflection tool
EL students making progress toward English Proficiency	51.5% Data Year: Spring 2018 & 19 Data Source: Dashboard Fall 2019	6.31% ELPAC Proficiency (Level 4 ELPAC) Data Year: 2020-21 Data Source: DataQuest	57.8% Data Year: 2021-22 Data Source: Dashboard 2022		56.5% 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: 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	4.9% Data Year: 2021-22 Data Source: Calpads 2.16 & 8.1		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	78.0% All 65.4% ELs 66.7% Homeless 77.4% Low Income N/A - SWD Data Year: 2021-22 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	64.25% college ready or conditionally ready ELs = 10.20% Low Income = 63.86% SWD = N/A Data Year: 2021-22 Data Source:CAASPP Test		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	22.94% college ready or conditionally ready ELs = 0.00% Low Income = 21.69% SWD = N/A Data Year: 2021-22 Data Source: CAASPP Test		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 = 33.5% ELs = 16.9% Low Income = 32.6% Data Year: 2021-22 Data Source: DataQuest		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	39% Data Year: 20221-22 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	The district will monitor the progress of all students and subgroups via benchmark assessments and data disaggregation programs. 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).	$397,000.00	No
1.3	Maintain IDEA Compliance	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. The district will also provide curricular and instructional resources for students with moderate to severe disabilities so that they can access Common Core instruction.	$3,044,548.00	No
1.4	Academic Counselors	Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, and transcripts, with priority on the promotion and graduation rates. To do this the district will retain the current Academic Counselors (GIA's) and necessary support staff - high school registrar.	$577,987.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Learning Interventions and Supports	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 our ELs and low-income students are struggling with literacy when compared to the performance rate for all students. To support the literacy needs of our EL and LI students, the district will provide a variety of additional learning opportunities designed to meet these students' needs specifically. 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, PLCs, & Instructional Rounds). This also includes the purchase of supplemental classroom supplies that will enhance the lesson delivery and lesson content in all classrooms. These opportunities are designed 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). The additional literacy supports will focus on the identified student's ability to read, write, speak, and listen in a way that lets us communicate effectively and make sense of the world. Based on a needs assessment, additional support is needed for our EL and low-income students struggling with literacy. This includes additional speech services to support the work done during RTI beyond what is required in an IEP. Our internal data shows that additional speech therapy can reduce or eliminate reading delays by reinforcing phonological awareness and language production. This will support our EL and low-income students in order to provide better support for the identified students to connect sound and meaning to printed symbols and improve their literacy skills. Based on feedback from educational partners, Mendota will expand speech services for the 23-24 school year to provide more early intervention and literacy support.	$2,468,801.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
1.6	Technology In & Out of Classroom	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 below the state average in Math. Low income student CAASPP ELA and Math data for the state is 35.24% and 21.23% respectively; the same data for our low income students is as follows ELA = 36.93% and Math = 18.55% (our LI students performance in the area of ELA is greater than the state average but not at our desired goal of 50.23%). The low income graduation rate for the state is 88% and the rate for our low income students is 77.4%. Based on the evaluation of the CAASPP and graduation data as well as input from educational partners, we have determined that there is a need for increased access to technology to increase 21st-century skills for EL and LI students. To meet this need, the district will use both "Google Schools" (a technology platform for students and teachers to interact with for lesson delivery and student assignments) and ensure every student and teacher has a device (1:1 initiative). This additional access to technology and learning platforms will	$4,005,708.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide EL and LI students with a better opportunity to advance and grow academically. In our experience, technology and technology supports provide additional resources and guidance for students to effectively use technology for their studies, which will increase information literacy, digital literacy, collaboration, and problem-solving skills. In addition, the LEA will provide technology-enhanced instruction and programs for credit recovery to support graduation. Credit recovery courses allow low-income and EL students to make up the previously failed course credit, often with additional support. This will help the identified students who may otherwise give up on their academic success the option to give it one more try. Educational partners have continued to express a need to expand the internet for the identified students at home. Broadband allows direct access to education for rural students who are otherwise forced to travel long distances for access to engage in remote learning opportunities. High-speed Internet provides rural students access to global information, cultural resources, and learning platforms to support skill gaps caused by the COVID-19 pandemic. When we examine some of the biggest challenges facing equity in education post-pandemic, research states that poor network services, lack of power supply, and high fees cause some of our most vulnerable youth to have less access to resources and additional learning opportunities that are only available with high-speed broadband connections. To support the identified students of Mendota and ensure they have access to the resources available online to reduce the impact of lost instructional time, Mendota will invest in ensuring all students have access to high-quality internet regardless of where they live within the county. This additional technical support will provide additional resources and guidance for students to effectively use technology for their studies, increasing information literacy, digital literacy, collaboration, and problem-solving skills. We expect that CAASPP ELA scores, CAASPP Math scores, and the graduation rate for our ELs and our low-income students will increase significantly, as this service is designed to meet a need of these struggling students (access to technology in and out of the classroom).		

Action #	Title	Description	Total Funds	Contributing
		However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. MUSD expects that our CAASPP scores and the graduation rates for the above mention groups will increase by 1% for the following three years.		
1.7	Paraprofessionals	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. A needs assessment revealed a need for increased individualized support for the identified students. To address these needs, the district will provide highly qualified Paraprofessionals to assist teachers in providing individualized and or small-group intervention supports to students most in need. Execution of this action will increase the performance of ELs in the areas of language acquisition and in the core subject areas. The district will also provide Paraprofessionals with professional development as needed. Professional development shall focus on strategies for reading intervention for ELs. The professional development will also train staff on how to support ELs in the following areas: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension. 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	$1,002,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		below proficiency will benefit, this action is provided on an LEA-wide basis. 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%.		
1.8	Guidance Instructional Specialist	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. To address all the above-listed areas of need, the district will provide a Site Guidance Instructional Specialist at the elementary and high schools. The main responsibility of the GIS is 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. In addition, the district will provide the VP position at Mendota Junior High to assist with the execution of this service. The primary role is to provide support for ELs and low-income students. This role supports the transition for the identified students from elementary school to junior high and again from junior high to high school. This is done through ongoing communication, data review, monitoring student processes, and providing input on the additional interventions and supports needed to ensure academic success for the identified students as they transition between school sites. The VP also supports ELs and low-income students during their time in junior high by monitoring their progress using local assessments, district	$820,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benchmark assessments, grade reports, transcripts, and promotion and retention rates with the goal of increasing academic progress. 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. 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).		
1.9	Newcomer Orientation	The Identified Needs section of this plan and the metric section above demonstrate that our district graduation rate and our reclassification rate for ELs are lower than our desired goal. The graduation rate for all our students is 78%, and the graduation rate for our ELs is 65.4%. In addition to this, the district reclassification rate went down from 5.5% to 4.9%. The California Schools Dashboard EL Progress indicator indicates that we are at 57.8%, demonstrating that we have surpassed our desired goal of 56.5%. MUSD continues to enroll new immigrant students that have never been in U.S. schools. Based on feedback from education partners, the registration process can be intimidating 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,	$111,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		immediate program enrollment, and guidance for the continued academic growth of the new enrollee. We expect this action/service will reduce the anxiety and stress related to entering a new school and allow the student to focus better on academics. This shall translate to increased reclassification and graduation rates in addition to increases in the number of EL students making progress toward English language proficiency. Furthermore, we expect that all students enrolling for the first time in our district will benefit from this service. Therefore, this action will be provided on an LEA-wide basis. 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).		
1.10	Class Size Reduction	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 toward our desired goals in the same areas. 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 enrollment data identify needs. Research has shown that smaller class sizes allow teachers the opportunity to quickly identify any potential learning gaps and provide tailored instruction to meet the student's academic needs best. Feedback from site teachers and administration states that by having smaller class sizes, teachers are able to provide more one-on-one attention and instruction, have fewer disruptions, and have more time for instruction which leads to	$1,425,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased skill development and overall increased academic performance. 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. 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.		
1.11	Curricular Oversight	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. 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 homeless students performing two or more grade levels below. The work to be done includes monitoring 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 additional professional development to be focused on supporting 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	$205,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, and students with unique needs (SWD). Tailored instruction will allow teachers to address learning gaps, which in turn will increase student achievement. 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. MUSD expects that our CAASPP scores for low income, ELs, and SWD will increase by 1% for the following three years.		
1.12	English Learner Program Interventions and Supports	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. Therefore, to ensure that English Learners are able to 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. This includes tutoring, summer learning opportunities,enrichment opportunities/activities, and supplemental classroom supplies. These supports are designed to ensure that every EL student gets what they need when they need it. Mendota schools continuously monitor the progress of Els and their need for intervention through the RTI model, which includes data dives in PLCs and Instructional Rounds. The summer learning opportunities and enrichment opportunities/activities are designed to provide specific differentiated instruction, early academic language support, and	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reading intervention support (Guided Reading Program) that each EL student needs to be successful. The district also supports the purchase of supplemental classroom supplies that will enhance the lesson delivery and lesson content for EL students accessing these additional intervention and support opportunities. We anticipate that this action/service will increase the CAASPP ELA scores, CAASPP Math scores, and reading levels of our ELs.		

Goal Analysis [2022-23]

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 2022-23 school year was the first year since the COVID 19 pandemic to feel like all services, operations, and most importantly instruction was back to normal. All actions for goal #1 of the 2022-23 LCAP were implemented as planned.

Action #1 (Standards Aligned Curriculum) - A district priority is to ensure that all students are provided with the most current standards aligned curriculum. Implementation of this can be recognized via the most current state assessment results (ELA & Math). In addition, the district utilizes the state self reflection tool to measure progress on the implementation of the standards; the current results of this tool demonstrates that the district has attained its goal of full implementation and sustainability.

Action #2 (Progress Monitoring via Technology) - To ensure student academic growth, progress monitoring must take place. To complete this task effectively and efficiently, the district uses the Illuminate program and many other similar supplemental programs that also track student progress. The district's student information system must also be kept up-to-date to ensure that data is correctly pulled into state department databases. Therefore, maintaining the district's technology infrastructure and updating it must be a constant to ensure student academic achievement.

Action #3 (Maintain IDEA Compliance) - The students with disabilities subgroup is a growing population within our school district. A goal and priority of the district is to ensure that these students are provided with a better than adequate education. The district's Director of Special Education ensures that a compliant program is provided for all participating students. A challenge that was presented last year was that many of these students were still on independent study and therefore state assessment results were not as positive. Current local data demonstrates that these students are making gains and this can be associated to the services provided by this action.

Action #4 (Academic Counselors) - Tracking academic progress at the secondary level throughout the school year ensures that interventions for students that are not on pace to promote or graduate are set. The counselors are constantly meeting with their respective students and developing plans for those students in need. During the 2022/23 school year the challenge remains the newcomers that are entering the high school during the 11th and 12th grade year. To date a total of 21 newcomers (11th & 12th) have been enrolled in our district. With guidance from our counselors, these students will be provided with the most suitable options and or pathways (AB 2121, CTE, or A-G). Completing 4 years of high school in 2 years will always be a challenge for these students.

Action #5 (Learning Interventions & Supports) - Not all students progress at the same pace. Therefore, carrying out an action like this is instrumental in ensuring future academic gains. This action has allowed the district to support students before, during and after school. It has also allowed the district to provide the teaching staff with the supports and resources needed to scaffold and differentiate instruction and lessons. The hiring of the Speech Language Pathologist has provided many of our students in need of this service with the support needed to improve their performance within the classroom.

Action #6 (Technology In & Out of Classroom) - A positive result of the COVID 19 pandemic is the experienced gained from using technology. This experience has provided staff and students with more efficient and effective ways of teaching and learning. The district has continued to build on this and it is an area that it does not wish to regress in. During the 2022/23 school year the district has continued to ensure that every student has the technology access necessary to keep pace with the new methods of teaching and learning.

Action #7 (Paraprofessionals) - The district uses the paraprofessionals to provide "push-in" services. Through the use of data, these employees are placed in classrooms where the need is greatest and then rotated also based on needs. The paraprofessionals work in small groups or centers with students that are identified by the teachers. Currently 36% of ELs in K-6 are reading on grade level; this can be associated to the work accomplished by the paraprofessionals.

Action #8 (Guidance Instructional Specialist) - To ensure that all students are supported at every school site and that interventions are in place for all, the district hires a GIS for each school site. This position is instrumental for the achievement of this goal. These staff members (GIS) assist with progress monitoring of all students and then support in developing interventions and intervention programs such as summer school and Saturday school offerings. The current progress and gains our students have made can be associated with the work associated to this position.

Action #9 (Newcomer Orientation) - This action has been carried out as planned. Our Educational Partner Survey indicates that this is a very good action and that it should remain. Many new families entering our district for the first time indicate that this first experience in our district is very welcoming and allows them and their student to easily transition to a school site.

Action #10 (Class Size Reduction) - District enrollment continues to increase annually; therefore, carrying out this action is a priority. This action was carried out as planned and has made an immediate impact by allowing the district to maintain class sizes in grades 4-12 at a reasonable count.

Action #11 (Curricular Oversight) - Implementation of this action ensures that the district continues to make academic gains by providing a Director of Curriculum and Instruction. This director then provides guidance to all site principals and supports them in the implementation/execution of their respective instructional program. Current growth and gains can be attributed to the execution of the action.

Action #12 (English Learner Program Interventions & Supports) - Current data demonstrates that our EL population continues to lag behind. Therefore, implementation of an action that is solely dedicated to this subgroup is a priority. To date, the district has carried out this action as planned and gains are expected to be made. This action has allowed the district to support EL students before, during and after school. It has also allowed the district to provide the teaching staff with the supports and resources needed to scaffold and differentiate instruction and lessons for these students.

Successes - The implementation/execution of many of the actions listed above have resulted in the positive progress of many of the metrics associated with this goal. Actions 1, 2, 5, 6, 7, 10, and 11 allow the district to teach the standards, monitor student progress, provide interventions for students in need, and adjust instruction as needed. Current local benchmark data leading up to the state testing (Spring 23) demonstrates that we are on pace to surpass the previous school year results. Action 9 and 12 are actions that our staff and community are very content with. Providing our EL population with with specific targeted services allows for a less stressful assimilation into our school system and school community.

Challenge(s) - As previously mentioned, the district continues to enroll many high school age newcomers with no prior schooling. Most of these students have a very small probability of graduating with their respective cohort due to: no prior schooling, language barrier, unstable home environment, and or lack of motivation. Many of the actions listed above aide in providing these students with the much needed services and supports; however, the reality is that they will not meet the graduation requirements. In addition to impacting the graduation rate, these students also affect the following metrics: ELA & Math state assessment results and A-G completion rate.

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 district funds and 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.

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #1 helped make progress towards the district's goal of increasing student achievement for all students including English Learners, low-income students, and students with disabilities.

Action(s): 1.1, 1.3, 1.5, 1.7, 1.10, 1.11, 1.12
Metric(s): ELA & Math CAASPP
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: These actions were somewhat effective because MUSD experienced growth in both ELA and Math CAASPP scores for our English Learners and Low Income students. Providing standards aligned curriculum and ensuring a compliant special education program contributes to the success of this goal and the effectiveness of the many of the actions associated with this goal. The students with disabilities subgroup made growth in the area of ELA but not in the area of Math. The growth is due to the interventions that were provided through the course of the school year and to the support positions that are provided through the execution of these actions (instructional aides, class size reduction teachers, the Director of Instruction and Curriculum, & Speech Pathologist). These actions also allowed our students and staff the continued used of updated technology to enhance the teaching and learning process in addition to providing our teachers with the professional development needed to support the unique needs of our English Learners and Low Income students. After a closer review of the data pertaining to our students with disabilities subgroup, it was recognized that the drop in performance was due to students in this subgroup failing to test and or failing to complete the assessment (many of these students opted for the "distance-learning" model during this testing year). Moving forward, the district's Director of Curriculum and Instruction will work closely with the district's Director of Special Education to monitor the testing procedures and progress of this subgroup.

Action(s): 1.2 & 1.6
Metric(s): ELA & Math CAASPP & Graduation Rate
Effectiveness of Action(s): 1-Effective
Data Analysis: These action were effective because MUSD did experience growth in both ELA and Math CAASPP for both our ELs and LI students. The ability to use technology inside and outside of the classroom for both our students and staff has allowed the accessibility of continued and ongoing teaching and learning outside of the conventional hours. The use of technology has also led to improved methods of progress monitoring and has allowed staff to increase the frequency of monitoring (action 1.2). All our students, including the ELs and LI students, are provided with access to a device and internet service. The teaching staff also has access to the most current technology to ensure that they can deliver instruction at the needed levels with the needed supports. Although the graduation rate for all of our subgroups decreased, it has been previously mentioned that in MUSD there are many students that enter a graduation cohort during the 11th or 12th grade year with no prior schooling. This means that mathematically, these students will not have a chance to meet the graduation requirements. Realistically, there is no service that the district can provide to make up for lost time. However, the district will continue to offer the best service possible to provide these students with exposure of some of the resources that they will need for future success.

Action(s): 1.4, 1.8 & 1.9
Metric(s): ELA & Math CAASPP, ELPAC, Reclassification Rate, Graduation Rate, & A-G Rate

Effectiveness of Action(s): 2-Somewhat Effective

Data Analysis: These actions were somewhat effective because MUSD did experience growth in both ELA and Math CAASPP for ELs and LI students. Action 1.4 provides the highschool with the much needed support to work with all students to ensure that they graduate and at the same time meet the A-G requirements. Actions 1.8 & 1.9 allow the district to provide staff that focus on the district's English Learners who in turn are also a part of the district's low income student population. Action 1.9 provides the much needed interaction and guidance when first enrolling into the school district. During the enrollment process students and families are helped with the assimilation process and provided with information regarding the district's supplemental services and programs. Action 1.8 provides all school sites with a dedicated English Learner Specialist; also known as the site's Guidance Instructional Specialist (GIS). These specialist are responsible for ensuring that all ELs are provided with the needed support services. The GIS also monitors EL academic progress and sets up interventions as needed. This past year, MUSD experienced a drop in the reclassification rate. Since the baseline year of 2019-20 this rate has been declining. A local reclassification criteria is "reading-level". In 2020-21 schools were closed and therefore, the district's reading program was impacted. In 2021-22, the district continued to follow the guidelines from the CDC which required students to stay home and or quarantine if virus symptoms were noted. Consequently, the district's attendance rate was affected which also leads to an impact on the reading program. Moving forward, the districts anticipates that this rate will steadily increase back to where it was prior to the pandemic.

Many of these actions are also associated with the graduation rate and the A-G completion rate. Lack of growth in these areas has to do with (1) the ongoing enrollment of newcomers and (2) the effects of the COVID 19 pandemic. As noted previously, these students (newcomers) enter the graduation cohort late with limited possibility to graduate with their respective cohort. However, the district will continue to implement these two actions with fidelity because it is recognized that these services provide these students including our ELs/LI students with great support (including emotional and social support). These rates were also impacted by the COVID 19 Pandemic. The following can be associated with the pandemic: poor attendance and failing grades. Consequently, the graduation rate and the A-G completion rate decreased.

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 the actual goal or the desired outcomes of this goal during the 2022/23 school year.

For the 2023/24 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 2023/24 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).

In addition, action 6 was expanded to address concerns from educational partners around connectivity and broadband for the identified students to access high quality resources both at school and at home.

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 subgroups 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: 2021-22 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 = 16.7% EL = 27.7% Low Income = 17.2% Data Year: 2021-22 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 = 34.3% EL = 4.5%		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 = 31.4% Data Year: 2021-22 Data Source: CalPads EOY 1 (3.20)		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)	21.2% Data Year: 2021-22 Data Source: CalPads EOY 1 (3.20 & 1.23)		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	82% Data Year: 2021-22 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 = 42.7% (K-12) EL = 44.03% Low Income = 42.8% Data Year: 2021-22 Data Source: CalPads EOY 3 (14.1)		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 = 4.6% EL = 4.8% Low Income = 4.6% Data Year: 2021-22		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		Data Source: DataQuest
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	0.1% Data Year: 2021-22 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 = N/A 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 = 73% 7th Grade = 65% 9th Grade = 67% 11th Grade = 68% Teachers = 70% Parents = N/A 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 = 50% School Connectedness 5th Grade = 76% 7th Grade = 66% 9th Grade = 56% 11th Grade = 52% Teachers = 59% Parents = 50% 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.	Teacher and parent data was not previously collected. For 2021/22 teacher data was available and parent data was not. For the 2023/24 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	3.92 out of 5 (Initial Implementation) Data Year: 2022-23 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: 2021-22 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%	Percentage of students that graduated with an AA degree and High School diploma 2019/20 = 11% 2020/21 = 12.4% 2021/22 = 11.8%		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	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	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 from 2018-19). Furthermore, a needs assessment revealed a need for a more deliberate approach to how technology is used within the classroom. To meet this need, the district has created a technology plan to ensure that every EL and low-income student has access to technology and a 21st-century educational experience. In order for this plan to work, the district will provide a technology technician/manager. This position will provide oversight to ensure that the district continues to progress in the area of technology to ensure that our ELs and low-income students have access to 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. In the experience of the district, information obtained and knowledge gained through technology access is essential to 21st-century learning and careers. 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	$113,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with the resources needed to excel and advance academically. However, because we expect all students showing below proficiency will also benefit, this action is provided on an LEA-wide basis. MUSD expects that our college and career-ready rate for English Learners will increase by at least 1.5% for the following three years.		
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 new developments in these subject areas.	$525,000.00	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	School sites and district will communicate regularly via the website and phone outreach for increased parent and family participation/engagement. School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)	$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	$1,083,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 in 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. Based on this information and an internal needs assessment, both physical and mental health support are needed to ensure students are coming and staying in school. To address this need, the district will provide services for mental and physical health. The district will continue to retain the current psychologists (4.8 FTE) to help address the increasing mental health needs of our low-income students. School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. As a member of the Student Study Team team, they provide input and expertise in mental health, learning, and behavior, to help the identified students succeed academically, socially, behaviorally, and emotionally. Because there is an increased need for emotional supports, the district is expanding by providing additional school psychologists to address the increased need at all school sites. This will allow for school psychologists to meet with EI and low-income students either in a one-on-one format or in groups to discuss specific academic, social, or emotional issues. 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. The nurse works with sites to ensure that basic needs for ELs and low-income students are met. This refers to the most essential resources required to thrive as a student including safety, food, housing, financial health and overall wellness (physical, psychological, and spiritual). Local data shows that in order for EL and low-income students to be active and engaged learners, it is important that their basic needs are met. Due to the district's continued increasing student enrollment, the district will look to hire a Health Coordinator to assist the Registered		

Action #	Title	Description	Total Funds	Contributing
		Nurse in fulfilling many of the basic needs of our ELs and low income students. The Health Coordinator will be an integral part of the student study team for each school site and also play a role in the district's Threat Assessment Team. Setting up academic interventions and developing mental/health plans/supports as needed for ELs and low income students is essential to their continued advancement (both academically and socially). In the districts experience 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. 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 EL and 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. 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.		
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 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". A local needs assessment showed that if low-income students, EL students, and educators are to achieve their full potential, schools must be safe	$986,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and feel safe. To meet this need Mendota will continue to provide the resources and staff to support a multi-disciplinary cross-agency school safety team, helping to promote a safe, and supportive school environment. To address this ongoing need the district will: 1. In order to meet this need Mendota will 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. They will also participate in anti-bullying activities and build a culture of inclusiveness, communication, and safety. 2. In order to meet this need Mendota will provide 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, EL and low-income students will feel a stronger connection to their school and recognize that schools are a safe environment. 3. In order to support the identified students' feeling of safety the district will provide staff who can build meaningful relationships that will help students feel successful. The district will provide campus monitors (2 @ MHS, 1 @ MJHS, 1 @ McCabe, 1 @ MES, & 1 @ Washington). The campus monitors will work closely with site administration and staff to provide community-oriented communications with parents, students, and staff. The Campus Safety Monitor will work to establish positive student, staff and parental rapport that allows for a proactive response to potential problems. The campus safety monitors are responsible for providing a safe and secure school environment and promoting an optimal learning environment for ELs, low income students, and staff. For 2023/24 two campus monitors will be hired; one for MHS and and one for MJHS. The reason for the expansion is local data and educational partner		

Action #	Title	Description	Total Funds	Contributing
		feedback indicates that Campus Safety Monitors contribute to the increased positive school culture and low suspension/expulsion rates for ELs and low-income students. It is also important to note that enrollment at both school sites has been steadily increasing for the past 6 years. 4. According to educational partner feedback, providing a safe environment through positive individual student interactions and relationships within the school has led to a greater sense of student safety. In order to support identified students feeling safe, Mendota will provide District-Wide School Resource Officers (3) and will expand from 3 officers to 5 total officers to ensure that every school site has an SRO assigned to the site for the duration of the school day. Educational partners and district leadership have identified the need to have an SRO at each school site. The reason for the expansion is that local data and parent feedback indicates that since Mendota has strategically used the SROs to support student connection and communication, parents of ELs and low income students have a greater sense of safety and their students have another caring adult on campus who can build meaningful relationships with their children. The SROs work with administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the SROs will conduct presentations on campus safety and drug awareness for staff and students and work with administration on Restorative practices.The SRO also conducts presentations, assemblies, and classroom visitations that promote positive behavior and choices. The SROs will also be trained annually in the areas of safety and current trends and needs associated with low-income and EL students. For the 2023/24 school year, the SRO's will work with secondary administration to explore the possibility of having actual SRO's conduct/teach a class or classes dealing with the criminal justice system and law enforcement. The SRO's will also work with the counseling staff to support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities.		

Action #	Title	Description	Total Funds	Contributing
		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. MUSD expects that our suspension and expulsion rates for our ELs and low income students will be maintained as low as they are. In addition MUSD expects that educational feedback for sense of safety continues to increase.		
2.7	Parent & Educational Partner Participation/Engagement	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 about opportunities within the district and at the school sites. 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. To address this need, the district will provide to the parents of ELs and low income students: 1) trainings with a focus on (1) the educational system, and (2) on how to build relationships and partnerships with schools 2) materials that will increase the involvement/ engagement of all educational partners 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	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. MUSD expects the "Parent Input and Promotion of Parent Participation" metric to increase annually by 0.2 points for the following three years.		
2.8	21st Century Learning Environments & Opportunities	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 engaged and advancing in school. 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 by creating a positive, interactive, and engaging classroom culture. Learning environments 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. The district will continue to support these needs by: 1) Updating classrooms with current technology (interactive boards, electronic devices, and related expenditures). Interactive whiteboards	$1,115,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be used to integrate various learning styles into one experience. EL and low-income students benefit from the ability to learn by seeing, hearing, and interacting with the board through touch. This equips teachers with new, innovative ways to teach the same subject material. 2) Updating classroom furniture. Flexible seating allows EL and low-income students to wobble, rock, bounce, lean, or stand, which increases oxygen flow to the brain, blood flow, and core strength. Input from educational partners states that flexible seating helps keep young minds more alert and focused as well as supports and enhances a student-centered approach to teaching and learning for better engagement and connection to 21st-century skills. 3) Providing internet for ELs and low-income students in need to help resolve the digital divide. By providing the internet and technology to El and low-income students, they will have greater access to technology and digital literacy both within and outside the school campus. 4) Supporting programs such as MESA and other innovative programs as suggested by the administration. MESA is an academic enrichment program that serves students seeking additional support in the Science, Technology, Engineering, and Mathematics (STEM) fields. Local data shows that these additional support programs provide enrichment in mathematics- and science-based courses as well as increased mentoring between teachers and the identified students. 5) The library media specialists will continue to support 21st-century libraries and 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 physical and digital resources to create learning hubs and opportunities for EL and LI students for exploration of college and career opportunities post-high school. Through inclusive learning environments and additional library media specialists, students will		

Action #	Title	Description	Total Funds	Contributing
		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. 6) In addition, a need arose for additional support to ensure that all technology is in good working order to ensure the continuity of instruction. 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 continued engagement and academic growth of all students. By providing the above-listed services, the district will ensure that EL and LI students have the needed resources and opportunities for continued engagement and motivation. This shall lead to improved results in both CTE and A-G completion rates. We expect that the A-G and CTE pathway completion rates 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. 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.		
2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	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	$4,013,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELs are prepared; this same dashboard demonstrates that 39.1% of all students are prepared. Based on local needs assessment, increased collaboration around the delivery of instruction and allowing students to practice literacy skills through multiple modalities is needed. In order to better support the closing of this achievement gap, additional resources have been added to support the delivery of instruction during Visual and Performing Arts (VAPA) and Career Tech Ed (CTE). To address this need, the district will work on increasing and improving 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. Local data shows that English Learners have benefitted from having a variety of career exploration options and would like a greater array of options to explore. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between English learners and teachers. To ensure ELs have access to CTE opportunities, Mendota will provide increased CTE offerings by providing: *2 Ag Teacher @ MHS 1 Small business @ MHS *2 CTE @ MHS *1 Dual Enrollment Lab Teacher @ MHS *1 Spanish @ MJHS These courses are designed to support ELs with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance skills that can close skill gaps and allow English learners to find success and passion in a technical education pathway. The district will continue to make improvements in materials and supplies within the FFA program to ensure that ELs have access to the program offerings and continue to participate in the extracurricular		

Action #	Title	Description	Total Funds	Contributing
		activities associated with it. Educational partners stated that increasing these high-interest opportunities are significant because, as a rural community, agriculture is a viable career opportunity for the students in Mendota and can provide greater access to expanded opportunities for the identified students. We believe that by continuing to sustain and expand these increased offerings, we will be able to continue supporting the identified students' overall preparation for college and careers. 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 are limited VAPA offerings. Counselors will work on guiding our EL students in these specified pathways by providing informational meetings that will promote these offerings. Many EL students in our community are unable to participate in performing arts due to factors beyond their control, such as cost and lack of exposure. Research indicates that students participating in the arts have greater success academically. This action is provided to support low-income students who may not have access to performing arts instruction outside of school. To ensure ELs have access to opportunities, Mendota will provide increased VAPA offerings by providing: *Band teachers for elementary *Art and music enrichment supplies *Music Performance Opportunities (Spring,Winter Concerts, & performances at other school events) *Band loaner instrument replacement *Drama opportunities at Junior High School and High School *Art and music enrichment supplies This action is designed to ensure EL students have an increased motivation to achieve academically through access to VAPA while still ensuring EL students have access to the maximum instructional time for all of their classes. Based on a local needs assessment and a		

Action #	Title	Description	Total Funds	Contributing
		report from the National Endowment for the Arts shows that EL students with a high level of arts experience in school are more likely to pursue college, vote, and volunteer in their community. Providing dual enrollment, Career Tech Ed (including FFA offerings), and VAPA courses provide enhanced opportunities for EL students to gain academic and career tech skills while still attending school. By providing a variety of offerings and multiple opportunities, the district believes that the aforementioned need will be addressed. 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. 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.		
2.10	Attendance	As demonstrated in the metric section above, the chronic absenteeism rate and input from the Parent Advisory Committee identified that ELs and low-income students are struggling with making satisfactory progress toward 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. Based on a needs assessment, greater outreach for ELs and low-income students and families is needed to communicate the importance of attendance. 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	$226,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school sites to address the needs of students and families 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. 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. 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. MUSD expects that our chronic absenteeism rate for our ELs and low-income students will decrease by 1% for the following three years.		
2.11	Facility Improvements	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. Educational partner feedback indicates that many low-income and EL students are unable to participate in visual and performing arts (VAPA) and athletics due to factors beyond their control, such as cost and access outside of the school setting. To support improved student	$8,436,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes in Chronic Absenteeism, attendance rates, and students' feelings of school safety and connectedness and to close gaps in state and local measures, the District will create school environments that support our Low-Income and English Learner students. Based on the data, a local needs assessment was conducted to determine the root causes of the gap in achievement and access for our low-income and English-learner students. Educational partners and student feedback indicated that to best support CTE, VAPA, and athletics and expand enrichment for these students, they need dedicated, welcoming, engaging, and safe learning environments where they know someone cares about them. Based on feedback, we have determined that for instruction to be effective, we need to ensure that safe and up-to-date learning environments are provided to support student learning and connectedness. To meet this need, the district will pay for the costs associated with program expansion, including the infrastructure for CTE, VAPA, 21st-century learning environments, athletics, and expanded enrichment. Improvements include the modernization of CTE, 21st-century learning environments, and VAPA classrooms to accommodate the expansion of programs and the updated program equipment that goes along with this. None of the work being done is considered routine or regular maintenance. All school sites are currently in need of improvements to be able to serve the needs of our students better. A dedicated space for CTE, 21st-century learning environments, and VAPA allows educators to work with students one-on-one or in small groups, as well as use the space to provide individualized support for LI, FY, and EI students who may be struggling with specific skills. This could include extra practice or additional instruction. Educational partner feedback from our sites indicated that having a dedicated space for CTE, 21st-century learning environments and VAPA will improve communication between educators, students, and parents. Teachers will be able to share progress reports and discuss strategies for improvement to ensure that each identified student is getting what they need when needed.		

Action #	Title	Description	Total Funds	Contributing
		Our educational partners are supportive of the district making updates to sporting fields and courts to encourage and increase the participation of our ELs and low-income students. They believe it is important to expand the athletic areas as well as to provide increased access to additional equipment. Our low-income and EL students live in the surrounding rural farming areas and do not have access to community parks, fields, or courts. As our low-income and EL students have limited access to athletics or equipment outside schools, this will allow more students to participate in activities without having to rotate or take turns as often when using equipment during school hours and provide them with access to equipment during the afterschool program. Clean, safe, welcoming, expanded, and inviting school courts/fields will encourage students to become engaged and increase the feelings of school connectedness that are lacking among our Low-income and EL students through increased opportunities to practice learning how to play with others through compromise, conflict resolution, and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed as they increasingly interact with caring adults, such as coaches, teachers, aids, and community volunteers. This action will allow the expansion of the CTE, VAPA, and enrichment 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. None of the work being done is considered routine or regular maintenance. All school sites are currently in need of improvements to be able to serve the needs of our students better. The district will		

Action #	Title	Description	Total Funds	Contributing
		modernize the facilities to support student engagement and enrichment and provide enhancements to the CTE2, 1st-century learning environments 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. 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 district 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. 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 However, because we expect all students who lack the motivation to participate and be involved in curricular and extracurricular offerings will benefit, this action is provided on an LEA-wide basis. MUSD expects that our ELs will make the following improvements for the following three years. CTE completion rate = +1% College and Career indicator = +1%		
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	$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participation rates in extended day opportunities. Based on a need assessment, additional offerings that cater to the interest of ELs and low-income students are needed. To address this need, the district will continue to increase the engagement opportunities for ELs and low-income students by providing the following programs and services after school: Journalism Bi-literacy class Debate class Enrichment/Sports programs (elementary) Chess 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 on positive activities outside of the school day. Research and feedback based on local experience show that attendance rates increase when students feel connected to their school. 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 why ELs and low-income students do not feel connected to the school and consequently negatively impact 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. MUSD expects that our chronic absenteeism rate for our ELs and low-income students will decrease by 1% for the following three years.		
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

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

All actions for goal #2 of the 2022-23 LCAP were implemented as planned except for action #6. Based on growing safety concerns- nationally, local feedback, and district priorities MUSD decided to hire a campus monitor for each of the district's elementary schools. A total of 3 campus monitors were hired during the 2022/23 school year. Immediate feedback from educational partners was positive and to date this action has demonstrated to be effective (based on input gathered from students, staff, and parents). The district is looking to retain these positions and therefore will be included in the 2023/24 plan.

Action #1 (Information Technology) - Since school closures, the district's technology use and needs have increased significantly. Therefore, the execution of this action is vital to ensuring that our students continue to have access to the most current technology, digital resources, and methods of teaching and learning.

Action #2 (Materials/Supplies for Core Offerings) - Execution of this action ensures that all district offerings are supported with the resources and materials needed to ensure that learning takes place. It also supports the engagement of our students in a broad course of study. Furthermore, this action ensures that all core offerings are maintained with updated/current developments and or trends in terms of teaching and learning.

Action #3 (Transportation) - The district continues to provide transportation to all students living within and outside of city limits. Many of our families rely/depend on this service; educational partner input demonstrates that this a valued service and that the district should continue to provide it.

Action #4 (Communication & Outreach) - To gain parental support and engagement communication is needed. The implementation of this action ensures that all are notified and maintained informed. An auto-dialer system is used; this system sends out both voice messages and text messages. The district's website is also used to inform our partners of events, meetings, and other pertinent information. All messaging is done in both Spanish and English.

Action #5 (Mental & Physical Health) - The need for mental health services has increased. Fortunately through the execution of this action the district has been able to provide psychologists to address the increased need. Furthermore, the implementation of this action provides the district with a registered nurse. This nurse has been instrumental in assisting the district with the interpretation and implementation of the guidelines with regards to COVID 19. In addition, the registered nurse assist in the development of special plans/services needed for students with disabilities (or any other student who needs special care/treatment) along with providing routine care/medical treatments to minimize the amount of time these students have to be away from school.

Action #7 (Parent & Educational Partner Participation/Engagement) - This action has been implemented as planned. All school sites including the district have contracted with agencies to host parent trainings and workshops. Through the execution of this action child care has been provided and materials/resources needed for the events have been provided.

Action #8 (21st Century Learning Environments & Opportunities) - Since the year of "distance-learning", staying current with digital and technology demands is a must. To ensure that our ELs and LI students have the resources to continue to engage with the methods of the 21st century during and after school this action is a must. This year, the district continued to provide internet service for all students and was able to support the technology improvements at all school sites. The library media specialist at all sites have been instrumental in ensuring that the libraries are current with resources and materials that support our students. Lastly, the contract with the county for IT support and professional development has allowed the teachers to continue to grow in an area that is always improving. This training has allowed for student academic growth both inside and outside of the classroom.

Action #9 (College & Career Readiness) - The high schools dual enrollment program continues to flourish. The number of students that are graduating with an AA degree has been increasing for the past three years. The CTE programs are also a showcase of our high school. Interest and motivation for our CTE offerings is high according to feedback gather from a student survey. This action has allowed the district to continue the offerings and to continue to maintain and make improvements to the CTE facilities. During this school year, another band teacher was hired for the elementary schools; this hire has expanded the offering and now more students have been able to experience music curriculum and instruction. The goal is that with this improved feeder program, more students will continue to participate in the district's secondary music programs. This action provides many services that aim to improve motivation and engagement.

Action #10 (Attendance) - Attendance is a priority. If students are not present, they are missing instruction. So our attendance clerks are a vital part of our attendance initiatives. The clerks are responsible for verifying/validating absences and for maintaining SARB records. Through this action all school site have an attendance clerk. These clerks also ensure that daily attendance is taken and maintain the attendance records in the district's student information system.

Action #11 (Facility Improvements) - Enrollment in the district continues to increase which means that many of our current facilities are not large enough to accomodate this student growth. In addition to this, some of our facilities are also outdated and as we look to improve on offerings, it is recognized that modernization must take place. This action has allowed the district to make improvements and updates to spaces where these needs are recognized.

Action #12 (Engagement Opportunities) - Ensuring that all students have an opportunity to participate in something outside of the classroom is priority. Therefore, implementation of this action is important. This action has allowed the district to provide our students with engagement opportunities beyond the regular day classroom experience.

Action #13 (Personal Protection Equipment) - PPE continues to be a priority as many students and staff continue to use it. In an effort to create a safe learning environment the district continued to provide PPE and sanitize facilities as needed/required. All this in an effort to keep students and staff in school and also to mitigate the spread of any virus.

Successes - A tour of our campuses will demonstrate that the district prides itself in providing our students with the best facilities and with many opportunities for engagement. Many students are staying after school for both academic and enrichment purposes. Through the execution of many of the actions of this goal, the district has made progress in providing safe schools with many opportunities for engagement.

Challenge(s) - As previously mentioned, the district continues to enroll many high school age newcomers with no prior schooling. Most of these students have a very small probability of graduating with their respective cohort due to: no prior schooling, language barrier, unstable home environment, and or lack of motivation. Many of the actions listed above aide in providing these students with the much needed services and supports; however, the reality is that they will not meet the graduation requirements. In addition to impacting the graduation rate, these students also affect the following metrics: High school dropout rate, CTE completion rate, and the CTE and A-G completion rate. Other metrics that were not met were: ADA, Chronic Absenteeism, and Suspension. The challenge in meeting these metrics is believed to be a result of the pandemic. Last school year, many students had to quarantine as recommended by CDC. This obviously had a huge impact on the attendance rates. By implementing many of the listed actions above, the district believes that the se rates will be much improved for the following school year. Lastly, it is believed that the suspension rate went up when compared to the previous year due to the fact that students were back receiving in-person instruction.

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: 5, 6, 8, 9, 11, 12, & 13. To fully complete the execution of these actions/services for the school year, the district will use other "one-time" funding sources that have been made available and are in alignment with this goal and it's actions/services.

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

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #2 helped make progress towards the district's goal of providing safe schools with many opportunities for involvement for all students including the district's student subgroups and parents.

Action(s): 2.1
Metric(s): College & Career Readiness

Effectiveness of Action(s): 3-Effective
Data Analysis: Since the college & career indicator on the California Schools Dashboard has not been updated, the district has elected to use the rate of students that are graduating with an AA degree from high school to measure the success of this action. The district has been able to increase and or maintain this rate. The execution of this action is instrumental for the implementation of the dual enrollment program at Mendota High School. Ensuring that the students are provided with the most updated/current technology ensures that Mendota High School students will have access to the college courses and curriculum that is offered online.

Action(s): 2.3, 2.4, 2.5, 2.10, 2.12 & 2.13
Metric(s): Chronic Absenteeism & High School Dropout
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: The current chronic absenteeism rate can be considered skewed due to the effects of the pandemic. During the 2021/22 school year, many students were absent from school because they were having to quarantine or because they displayed COVID symptoms. MUSD elected to follow the recommendations of the Center for Disease Control to ensure the safety and well-being of all along with providing plenty of PPE (actions 2.13) to encourage the participation of in-person teaching and learning. Unfortunately, the chronic absenteeism rate still spiked. Nevertheless, MUSD believes that these actions are vital and feedback from our educational partners demonstrates that these actions are recognized as actions that need to continue if the chronic absenteeism rate is to decrease. The district will also continue to provide transportation to all who live outside of the mile radius from school and reach out/communicate as needed to promote school engagement and participation. With regards to the the increased dropout rate, this can be associated to the enrollment of our newcomers as mentioned previously. A closer look at who the dropouts are reveals that many of them entered the graduation cohort during the 10th, 11th, or 12th grade year.

The services provided by these actions can be options for students that are in need of an attendance intervention plan that may be required as an outcome of the SARB process. In addition, these actions are designed to assist our newcomer population in addressing their social and emotional needs.

Action(s): 2.6
Metric(s): Suspension & Expulsion
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: Our continuation school has been identified for Comprehensive Support and Improvement because of it's high suspension rate. It must be noted that this school has a very low enrollment count (no more than 60 students enrolled) throughout the school year and that the student population is very transient. When calculating suspension rate for this school site, every executed suspension has a huge impact on the rate due to the small denominator. Also, current data reflects the first year back after distance-learning. This is important to note because the impacts of COVID also affected the regular systems and routines that schools work so hard to establish in order to maintain a safe school environment. The suspension rate for all other school sites also went up slightly. When compared to the previous school year, this was to be expected. The previous school year students were learning from home. Based on feedback from our educational partners, safety continues to be a district priority. Therefore, MUSD will continue to execute this action as planned and it is expected that the suspension rate will decrease and the expulsion rate will be maintained.

Action(s): 2.2, 2.8, 2.9, & 2.11
Metric(s): A-G & CTE
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: Ensuring that all core offerings are well provided for in terms of materials, supplies, and equipment is vital to the success of the metrics associated with these actions. The COVID 19 Pandemic had a negative impact on these metrics (A-G & CTE). During the year that students were learning from home, many failed courses due to the challenges faced with distance learning. In addition, the CTE program offerings during this time was definitely not the same and much less appealing to students. For these reasons, the district believes that the rates associated with these actions decreased. Feedback from our educational partners demonstrates that these actions are supported. Providing 21st century learning environments and opportunities ensures that our ELs and LI students have access to the most current technology and methods of learning and teaching. This action is vital to our plan and this goal because it ensures that our students remain engaged in CTE pathways and A-G courses. Current dashboard data demonstrates that all of the following rates decreased: A-G, CTE, and A-G & CTE. However, an analysis of the the data pertaining to the Class of 2023 shows that 47% of the students will have met the A-G requirements which is greater than the desired outcome of 46%. Current enrollment and progress in the CTE offerings demonstrate that this rate will also be increasing with the class of 2023. The pandemic had a negative impact on these rates. Fortunately, students are back in school and current data demonstrates that these rates will increase because of the services provided by these actions. Furthermore, based on educational partner feedback and current trends, the district will continue to execute these actions and ensure that the high school's academic counselors are frequently monitoring student progress in these programs.

Action(s): 2.7
Metric(s): Parent Input and Promotion of Parent Participation
Effectiveness of Action(s): 2-Somewhat Effective
Data Analysis: MUSD has made a lot of progress in this area. Both the district and the school sites have worked on promoting the importance of parent/community engagement. Throughout the school year, parent training opportunities were offered at all school sites. These trainings educated participants in (1) Building Relationships, (2) Building Partners for Student Outcomes, & (3) Seeking Input for Decision Making. Although, these trainings are offered to all, only about 1% to 5% participation rate is documented. The participation progress of these parents and their students is monitored and data demonstrates that these students are much more involved in school activities, school events, afterschool programs, after school tutoring, and in Saturday school offerings. During the Spring of 2023 the CDE self-evaluation tool was used to measure the district's progress in this area. Results of this evaluation demonstrated that the district made minimal growth in this area. A closer look at the results shows that the district's lowest area is the one titled "building partners for student outcomes". Therefore, the Director of State & Federal programs will work with site principals to ensure that (1) they know what the results of the evaluation tool are, (2) professional growth opportunities in this area are offered, and (3) parent night objectives are communicated and understood by both parents and staff. All parent participation and engagement opportunities are communicated in both Spanish and English and the district ensures that childcare and translation services are always made available. The Director of State & Federal programs will continue to work with site principals to monitor the participation rates and the quality of the events/meetings to ensure that parent engagement opportunities are meaningful.

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 the actual goal or the desired outcomes of this goal during the 2022/23 school year. For the 2023/24 school year the following additions to the specified actions will be made:

Action 2.5 - An additional psychologist will be hired to assist during the 2023/24 school year to assist with the increasing mental health needs of our low-income students. Execution of this action will allow for school psychologists to meet with ELs and low-income students either in a one-on-one format or in groups to discuss specific academic, social, or emotional issues (above base service).

Action 2.5 - A Health Coordinator position will be added to the 2023/24 plan. The need for a staff member with a medical background and knowledge to be involved in student study teams and in the district Threat Assessment team has developed.

Action 2.6 - Instead of just hiring 1 additional campus monitor, we hired 4 to have, two at MHS and one at all other school sites. Input from the PAC also demonstrated this need to hire campus monitors for each school site.

Action 2.6 - For the 2023/24 school year, the district will look to hire 2 additional campus monitors, one for MHS and the other for MJHS. Input from the PAC also demonstrates this need. Enrollment at both school sites has been steadily increasing, and increased access to a caring adult is needed to ensure the safety and well-being of students and staff.

Action 2.6 - Expansion of the SRO services from 3 SROs to 5. According to educational partner feedback, providing a safe environment through positive individual student interactions and relationships within the school has led to a greater sense of student safety. So the district would like to carry this action out so that this environment is found within all of the district schools. The SROs work with administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the SROs will conduct presentations on campus safety and community awareness for staff and LI, EL, and FY students and work with the administration on Restorative practices.

Action 2.9 - For the 2023/24 school year, the district will look to hire 1 drama teacher. This drama teacher will be offering classes at both the high school and the junior high school. The objective behind this hire is to increase and improve services in the area of visual and performing arts to add more opportunities for ELs and low-income students to meet A-G requirements. This action supports ELs and low-income students who may not have access to performing arts instruction outside of school.

Action 2.11 - For the 2023/24 school year, the LEA will continue to expand 21st-century learning environments for the identified students to promote collaboration, community, and increased opportunities for real-world problem-solving within the classroom environment.

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	95% Properly Credentialed 0% Mis-assignments 0% Vacancies Data Year: 2022-23 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: 2022-23 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	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). 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. Site administrators (instructional leaders) will provide ongoing professional development and and real time guidance and instructional coaching for all staff members.	$2,700,000.00	No
3.2	Certificated Staff	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. The district will continue to provide qualified staffing and support recruitment efforts.	$20,017,365.00	No
3.3	Support Staff	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.	$1,508,514.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Clean and Well Maintained Facilities	Provide clean and well-maintained up-to-date schools. The district will continue to provide personnel and support for the MOT department to ensure that all district schools and facilities are maintained. Support for district modernization projects.	$5,906,606.00	No
3.5	Professional Development (EL PD)	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. 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. Professional development opportunities will be provided to teachers in the area of ELD standards and effective research-based EL strategies to increase learning. This includes the implementation of effective research-based EL strategies. Increases in student achievement, particularly of English learners, are directly affected by this professional development by providing teachers with the tools necessary to support language acquisition and equity of access. Local data and educational partner feedback indicate that when teachers participate in the district committees, they are more aware and have additional tools to support ELs in the classroom. The district will 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. These committees	$321,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focus on targeted areas of need and provide attendees with resources and strategies to support ELs in the classroom. 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 all students below proficiency will benefit, this action is provided on an LEA-wide basis.		
3.6	Instructional Support	Mendota struggles to retain teachers due to its 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. 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 specific instructional resources and "when" those resources are needed. 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	$658,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. However, because we expect all students below proficiency will benefit, this action is provided on an LEA-wide basis. 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 reading on grade level will increase by 2% for the following 3 years. 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 to better meet the needs of English Leaders and LI students resulting in increased academic performance.		
3.7	Rural Residency Program	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). 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 residents 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.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Goal Analysis [2022-23]

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.

All actions for goal #3 of the 2022-23 LCAP were implemented as planned; no adjustments were made throughout the school year.

Action #1 (Administration) - The administrative team (both district and site level) ensures that teaching and learning takes place and that the students of Mendota are provided with offerings that will prepare them for success after the K-12 experience. Therefore, administration provides the guidance, support, and leadership necessary to execute and promote a professional learning culture and environment that is stable, safe, and conducive for teaching and learning.

Action #2 (Certificated Staff) - The district's HR department ensures compliance in this area and works with certificated staff to facilitate the completion of credentials as needed. Teachers are hired as needed and are provided with support. Since enrollment continues to increase, the number of district teachers has also been steadily increasing annually.

Action #3 (Support Staff) - Execution of this action provides essential personnel at both the site and district level. Implementation of a quality instructional program requires that all sites have support staff in place to be able to provide a safe, stable, and professional learning environment.

Action #4 (Clean and Well Maintained Facilities) - A key component of providing a professional learning culture is having facilities that are clean and well maintained. This action provides staff and resources that are needed to ensure that our students, staff, and community are provided with facilities that are clean and well maintained.

Action #5 (Professional Development - EL PD) - Over half of our student population is considered to be English Learner; therefore, understanding the unique needs of ELs is a priority. Providing this service allows all staff with professional development that is specific to English Learners.

Action #6 (Instructional Support - Academic Coaches) - Academic coaches are at all school sites (except Mendota Continuation) and they work with teachers who are in need of support. As support providers, the coaches work closely with site administration so that areas of need/concern are addressed. Coaching plans are also developed and followed. This action allows for teachers in need of support to receive it in a prompt collegial manner.

Action #7 (Rural Residency Program) - Being a part of this program allows the district to be able to work with prospect teachers that may have lived or lived in communities similar to Mendota. This is important to the district so that we continue to hire teachers that will have a better understanding of our student population. It is believed that teachers who understand our students and community better will produce better academic results.

Successes - 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.

Challenge(s) - As demonstrated by the metric section above, there really has not be been much progress in the area of properly credentialed teachers. 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.

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 of the budgeted funds for action 5 will be used. To complete the execution of this 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.

Mendota Unified used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating scale (lowest to highest): 1-Not Effective; 2-Somewhat Effective; 3-Effective

As described below, the actions outlined in Goal #3 helped make progress towards the district's goal of developing and growing a professional learning culture to assist our students in becoming leaders, scholars, and champions.

Action(s): 3.1 & 3.2
Metric(s): Appropriately assigned and fully credentialed teachers
Effectiveness of Action(s): 3-Effective
Data Analysis: The district's academic progress depends on good leadership and good instruction. Ensuring that the right people are hired is a district priority. The district's Director of HR works closely with other district office staff and site principals for the purpose of hiring qualified staff that will promote the district's mission and vision. According to the metric section above, 95% of the current teaching staff is appropriately credentialed; the desired rate is 97%. Progress has been made and the Director of HR will continue to monitor this rate and work with staff to ensure that the district's hiring protocols are always followed. It must be noted that there is a shortage of teachers in California and therefore, the desired rate of 97% appropriately credentialed teachers may be difficult to attain.

Action(s): 3.3 & 3.4
Metric(s): Facilities maintained in good repair
Effectiveness of Action(s): 3-Effective
Data Analysis: In order to promote a professional learning culture, well maintained facilities are needed. To accomplish this, support staff must work with MOT staff for the ongoing upkeep and maintenance of the facilities. Based on the Facility Inspection Tool used to assess the district facilities, all of the district's facilities are in good condition. Providing the services within these actions allows the district to offer our students the best services possible and allows staff to continue to promote the desired professional learning culture that also results in positive academic progress.

Action(s): 3.5, 3.6, & 3.7
Metric(s): ELA & Math CAASPP
Effectiveness of Action(s): 3-Effective
Data Analysis: These actions were effective because MUSD did experience growth in both ELA and Math CAASPP for both our ELs and LI students. Action 3.7 allowed the district to collaboratively develop former students who are aspiring teachers with the end goal of hiring them. Action 3.6 provided support for teachers who are struggling. Academic coaches collaborate with site principals in the development of coaching plans for struggling teachers. The coaching plans are developed based on principal observations and student performance data. Principals have developed observation templates to reflect the academic needs of students based on CAASPP data. Academic coaches then regularly meet and worked with staff to ensure implementation and execution of the coaching plan. In addition to this, the district also provided ELPD to staff at the beginning of the school year and it was also ongoing for the Academic Coaches throughout the school year.

The coaches then trained the teaching staff on the specific needs of our EL's and low income students. Quarterly, principals report to district directors on the progress of the teachers who are being coached and the academic progress of the students. Based on the positive progress of our ELs and low income students, the district will continue to implement/executes these actions/services. The district's educational partners are also supportive of these actions based on the feedback that was provided via the ed partner survey that was administered during Spring 2023.

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 2022/23 school year. In addition, there will be no changes to the goal or actions for the 2023/24 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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$18,694,875	$2,539,294

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
47.76%	24.07%	$8,766,697.44	71.83%

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 their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group's stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes 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 approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action The contributing "wide" actions in this plan are:

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 #10 Class Size Reduction
Goal #1 Action #11 Curricular Oversight
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 #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.

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or 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 which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one.

The following is a list of limited actions:

Goal #1 Action #9 (Newcomer Orientation)
Goal #1 Action #12 (English Learner Program Intervention and Supports)
Goal #3 Action #5 (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 (all schools are above 55%). 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 #9 Newcomer Orientation
Goal #1 Action #10 - Class Size Reduction; grades 4 -12
Goal #1 Action #12 English Learner Program Intervention and Supports
Goal #2 Action #5 - Mental & Physical Health; all schools
Goal #2 Action # 6 - Safe School Environment; all schools
Goal #2 Action #9 - College and Career Readiness; all schools
Goal #3 Action #5 Professional Development (EL PD)

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$67,266,504.00				$67,266,504.00	$37,414,114.00	$29,852,390.00

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	$3,044,548.00	$0.00	$0.00	$0.00	$3,044,548.00
1	1.4	Academic Counselors	All	$577,987.00	$0.00	$0.00	$0.00	$577,987.00
1	1.5	Learning Interventions and Supports	English Learners Foster Youth Low Income	$2,468,801.00	$0.00	$0.00	$0.00	$2,468,801.00
1	1.6	Technology In & Out of Classroom	English Learners Foster Youth Low Income	$4,005,708.00	$0.00	$0.00	$0.00	$4,005,708.00
1	1.7	Paraprofessionals	English Learners Foster Youth Low Income	$1,002,000.00	$0.00	$0.00	$0.00	$1,002,000.00
1	1.8	Guidance Instructional Specialist	English Learners Foster Youth Low Income	$820,360.00	$0.00	$0.00	$0.00	$820,360.00
1	1.9	Newcomer Orientation	English Learners	$111,400.00	$0.00	$0.00	$0.00	$111,400.00
1	1.10	Class Size Reduction	English Learners Foster Youth Low Income	$1,425,000.00	$0.00	$0.00	$0.00	$1,425,000.00

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	$205,200.00	$0.00	$0.00	$0.00	$205,200.00
1	1.12	English Learner Program Interventions and Supports	English Learners	$750,000.00	$0.00	$0.00	$0.00	$750,000.00
2	2.1	Information Technology	English Learners Foster Youth Low Income	$113,400.00	$0.00	$0.00	$0.00	$113,400.00
2	2.2	Materials/Supplies for Core Offerings	All	$525,000.00	$0.00	$0.00	$0.00	$525,000.00
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	$1,083,153.00	$0.00	$0.00	$0.00	$1,083,153.00
2	2.6	Safe School Environment	English Learners Foster Youth Low Income	$986,920.00	$0.00	$0.00	$0.00	$986,920.00
2	2.7	Parent & Educational Partner Participation/Engagement	English Learners Foster Youth Low Income	$235,000.00	$0.00	$0.00	$0.00	$235,000.00
2	2.8	21st Century Learning Environments & Opportunities	English Learners Foster Youth	$1,115,451.00	$0.00	$0.00	$0.00	$1,115,451.00
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	English Learners Foster Youth Low Income	$4,013,809.00	$0.00	$0.00	$0.00	$4,013,809.00
2	2.10	Attendance	English Learners Foster Youth Low Income	$226,800.00	$0.00	$0.00	$0.00	$226,800.00
2	2.11	Facility Improvements	English Learners Foster Youth Low Income	$8,436,582.00	$0.00	$0.00	$0.00	$8,436,582.00

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	$135,000.00	$0.00	$0.00	$0.00	$135,000.00
2	2.13	Personal Protection Equipment	All	$850,000.00	$0.00	$0.00	$0.00	$850,000.00
3	3.1	Administration	All	$2,700,000.00	$0.00	$0.00	$0.00	$2,700,000.00
3	3.2	Certificated Staff	All	$20,017,365.00	$0.00	$0.00	$0.00	$20,017,365.00
3	3.3	Support Staff	All	$1,508,514.00	$0.00	$0.00	$0.00	$1,508,514.00
3	3.4	Clean and Well Maintained Facilities	All	$5,906,606.00	$0.00	$0.00	$0.00	$5,906,606.00
3	3.5	Professional Development (EL PD)	English Learners	$321,798.00	$0.00	$0.00	$0.00	$321,798.00
3	3.6	Instructional Support	English Learners Foster Youth Low Income	$658,800.00	$0.00	$0.00	$0.00	$658,800.00
3	3.7	Rural Residency Program	English Learners Foster Youth Low Income	$10,000.00				$10,000.00

2023-24 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
$39,141,322	$18,694,875	47.76%	24.07%	71.83%	$28,125,182.00	0.00%	71.86 %	**Total:**	$28,125,182.00
								LEA-wide Total:	$24,858,184.00
								Limited Total:	$1,183,198.00
								Schoolwide Total:	$2,083,800.00

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	$2,468,801.00	0
1	1.6	Technology In & Out of Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,005,708.00	0
1	1.7	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,002,000.00	0
1	1.8	Guidance Instructional Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$820,360.00	0
1	1.9	Newcomer Orientation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$111,400.00	0
1	1.10	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCabe Elementary,	$1,425,000.00	0

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 (%)
						Mendota 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	$205,200.00	0
1	1.12	English Learner Program Interventions and Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$750,000.00	0
2	2.1	Information Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,400.00	0
2	2.5	Mental & Physical Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,083,153.00	0
2	2.6	Safe School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$986,920.00	0
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	0
2	2.8	21st Century Learning Environments & Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,115,451.00	0
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,013,809.00	0
2	2.10	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,800.00	0
2	2.11	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,436,582.00	0

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 (%)
2	2.12	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	0
3	3.5	Professional Development (EL PD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$321,798.00	0
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	$658,800.00	0
3	3.7	Rural Residency Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$54,474,345.00	$46,845,923.00

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	$500,000
1	1.2	Progress Monitoring Via Technology	No	$397,000.00	$397,000.00
1	1.3	Maintain IDEA Compliance	No	$2,862,548.00	$2,862,548.00
1	1.4	Academic Counselors	No	$537,587.00	$537,587.00
1	1.5	Learning Interventions and Supports	Yes	$1,911,098.00	$922,146
1	1.6	Technology In & Out of Classroom	Yes	$1,871,129.00	$1,100,000
1	1.7	Paraprofessionals	Yes	$930,000.00	$600,000
1	1.8	Guidance Instructional Specialist	Yes	$687,000.00	$687,000.00
1	1.9	Newcomer Orientation	Yes	$80,000.00	$80,000.00
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	$190,000.00	$190,000.00
1	1.12	English Learner Program Interventions and Supports	Yes	$1,911,098.00	$722,146
2	2.1	Information Technology	Yes	$105,000.00	$105,000.00
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	$1,173,153.00	$900,000
2	2.6	Safe School Environment	Yes	$2,240,263.00	$1,500,000
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	$28,941.00	$28,941.00
2	2.8	21st Century Learning Environments & Opportunities	Yes	$1,101,371.00	$600,000
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	$3,925,809.00	$2,500,000
2	2.10	Attendance	Yes	$210,000.00	$210,000.00
2	2.11	Facility Improvements	Yes	$2,436,582.00	$2,000,000

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	$100,000
2	2.13	Personal Protection Equipment	No	$850,000.00	$500,000
3	3.1	Administration	No	$2,500,000.00	$2,500,000.00
3	3.2	Certificated Staff	No	$15,287,365.00	$15,287,365.00
3	3.3	Support Staff	No	$1,240,135.00	$1,240,135.00
3	3.4	Clean and Well Maintained Facilities	No	$5,775,806.00	$5,775,806.00
3	3.5	Professional Development (EL PD)	Yes	$315,111.00	$150,000
3	3.6	Instructional Support	Yes	$610,000.00	$610,000.00
3	3.7	Rural Residency Program	Yes	$10,000.00	$10,000.00

2022-23 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)
$17,322,652	$21,017,555.00	$14,165,233.00	$6,852,322.00	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	$1,911,098.00	$922,146	0	0
1	1.6	Technology In & Out of Classroom	Yes	$1,871,129.00	$1,100,000	0	0
1	1.7	Paraprofessionals	Yes	$930,000.00	$600,000	0	0
1	1.8	Guidance Instructional Specialist	Yes	$687,000.00	$687,000	0	0
1	1.9	Newcomer Orientation	Yes	$80,000.00	$80,000	0	0
1	1.10	Class Size Reduction	Yes	$1,150,000.00	$1,150,000.00	0	0
1	1.11	Curricular Oversight	Yes	$190,000.00	$190,000.00	0	0
1	1.12	English Learner Program Interventions and Supports	Yes	$1,911,098.00	$722,146	0	0
2	2.1	Information Technology	Yes	$105,000.00	$105,000.00	0	0
2	2.5	Mental & Physical Health	Yes	$1,173,153.00	$900,000	0	0
2	2.6	Safe School Environment	Yes	$2,240,263.00	$1,500,000	0	0
2	2.7	Parent & Educational Partner Participation/Engagement	Yes	$28,941.00	$28,941.00	0	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	$600,000	0	0
2	2.9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	Yes	$3,925,809.00	$2,500,000	0	0
2	2.10	Attendance	Yes	$210,000.00	$210,000.00	0	0
2	2.11	Facility Improvements	Yes	$2,436,582.00	$2,000,000	0	0
2	2.12	Engagement Opportunities	Yes	$131,000.00	$100,000	0	0
3	3.5	Professional Development (EL PD)	Yes	$315,111.00	$150,000	0	0
3	3.6	Instructional Support	Yes	$610,000.00	$610,000.00	0	0
3	3.7	Rural Residency Program	Yes	$10,000.00	$10,000.00	0	0

2022-23 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)
$36,423,886	$17,322,652	15.40%	62.96%	$14,165,233.00	0.00%	38.89%	$8,766,697.44	24.07%

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - 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).

  o **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - 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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