

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Firebaugh-Las Deltas Unified School District

CDS Code: 10-73809-6005995

School Year: 2021-22

LEA contact information:

Roy Mendiola, Ed.D.

Superintendent Designate

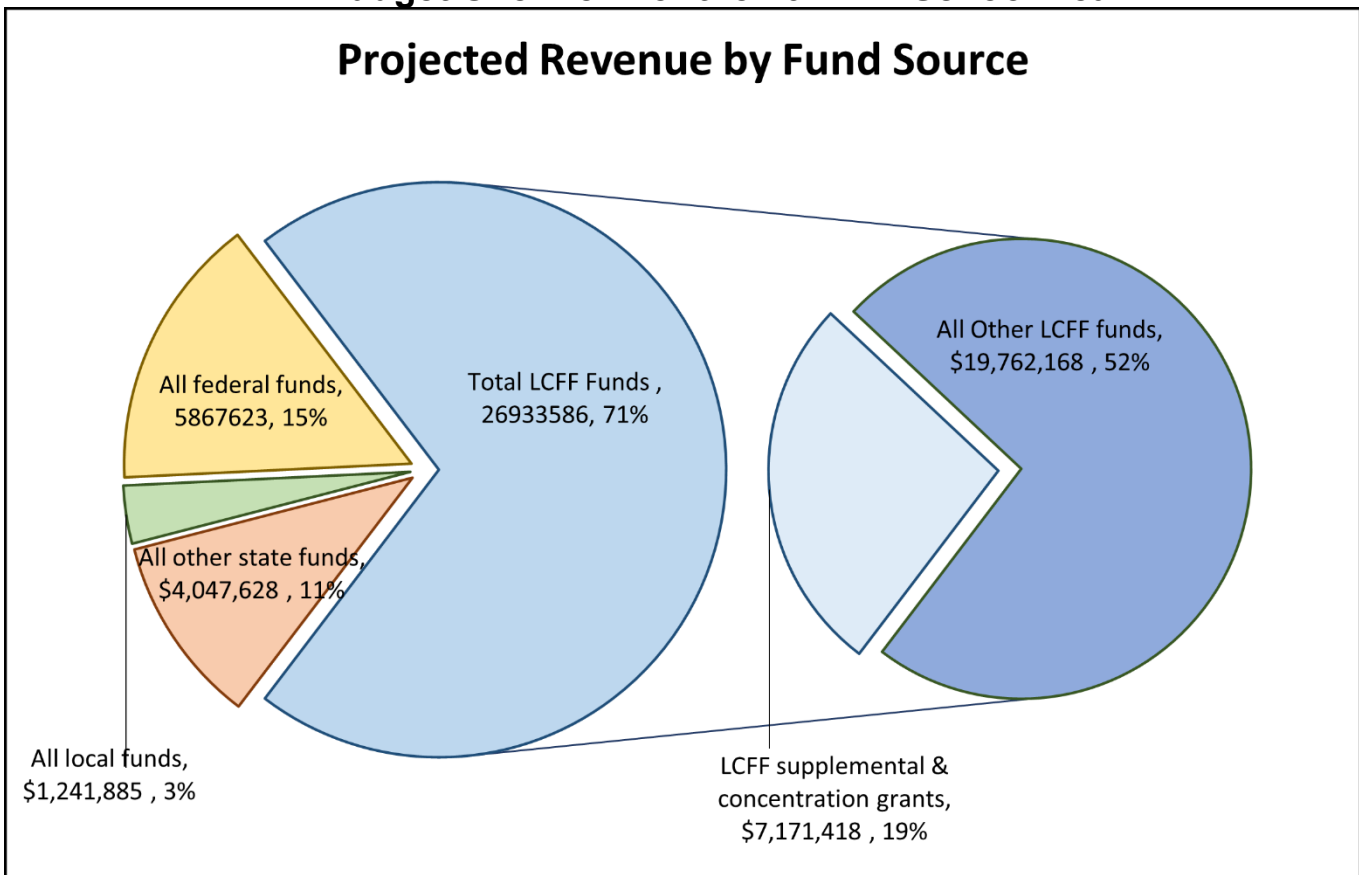
rmendiola@fldusd.org

(559) 659-1476 Ext. 1304

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

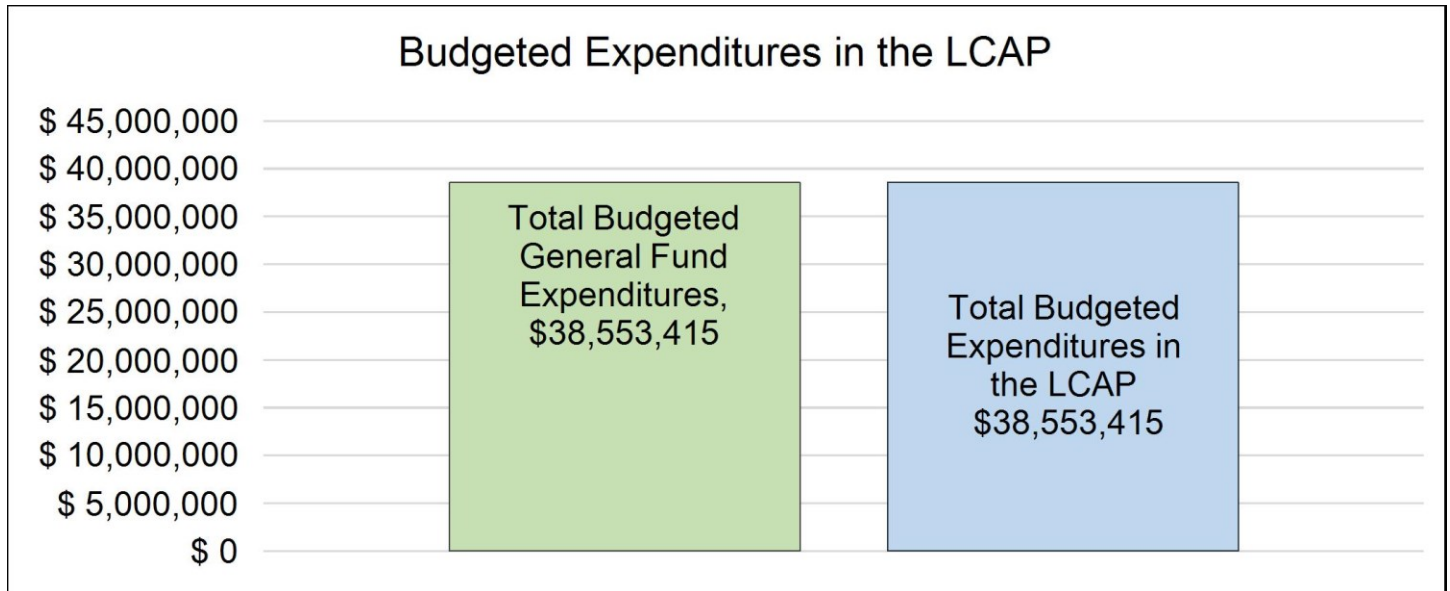


This chart shows the total general purpose revenue Firebaugh-Las Deltas Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Firebaugh-Las Deltas Unified School District is \$38,090,722, of which \$26,933,586 is Local Control Funding Formula (LCFF), \$4,047,628 is other state funds, \$1,241,885 is local funds, and \$5,867,623 is federal funds. Of the \$26,933,586 in LCFF Funds, \$7,171,418 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Firebaugh-Las Deltas Unified School District plans to spend \$38,553,414.82 for the 2021-22 school year. Of that amount, \$38,553,414.82 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

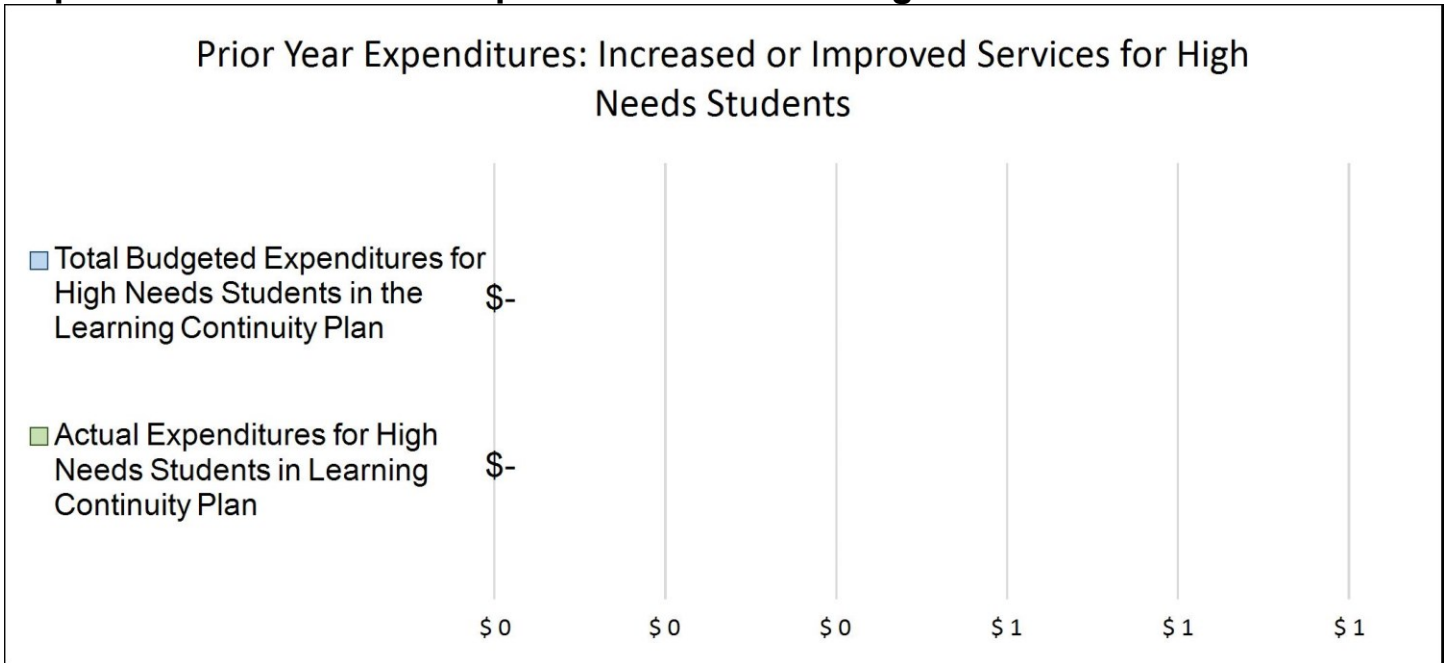
Firebaugh-Las Deltas Unified School District plans to spend \$38,090,722 for the 2021-2022 school year. Of that amount, \$7,171,418 is tied to actions/services in the LCAP and \$30,619,997 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: salary and benefits for certificated staff, administrative staff, classified, and support services staff. Other expenditures include contracted services, transportation costs, maintenance and facilities, and special education.

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

In 2021-22, Firebaugh-Las Deltas Unified School District is projecting it will receive \$7,171,418 based on the enrollment of foster youth, English learner, and low-income students. Firebaugh-Las Deltas Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Firebaugh-Las Deltas Unified School District plans to spend \$7,171,418 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Firebaugh-Las Deltas Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Firebaugh-Las Deltas Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Firebaugh-Las Deltas Unified School District's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Firebaugh-Las Deltas Unified School District actually spent \$0 for actions to increase or improve services for high needs students in 2020-21.

This section has less than the total budgeted expenditures for those planned actions and services for high needs students because only CARES (COVID) funds were budgeted for the completion and execution of the Learning Continuity and Attendance Plan (LCP). The Minimum Proportionality Percentage (MPP) was met using Supplemental and Concentration funds along with other federal funds. Firebaugh-Las Deltas Unified School District continues to meet all of its priorities.

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

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

LEA Name	Contact Name and Title	Email and Phone
Firebaugh-Las Deltas Unified School District	Roy Mendiola, Ed.D. Superintendent Designate	rmendiola@fldusd.org (559) 659-1476 Ext. 1304

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

Goal 1

Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASP)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator (1) State Standardized Assessments as measured by ELA CAASPP scores</p> <p>19-20 (1) Target is:</p> <p>All Students: -4.7</p> <p>Els: -29.3</p> <p>SEDs: -7</p> <p>SWDs: -105</p> <p>Hispanic: -3.6</p> <p>White: -25</p>	<p>(1) CA Dashboard (2019) ELA Results:</p> <p>All Students: -2.5</p> <p>Els: -28.3</p> <p>SEDs: -6</p> <p>SWDs: -81.4</p> <p>Hispanic: -2.3</p> <p>White: +7</p>

Expected	Actual
<p>Baseline (1) 2015-16 CA Dashboard Student Subgroup Report for ELA for All Subgroups (Spring 2017)</p> <p>All Students Status Low, -35.1</p> <p>Els Status Low, -55.3</p> <p>SED Status Low, -38.3</p> <p>SWDs Status Very Low, -111.9</p> <p>Hispanic Status Low, -34.5</p> <p>White Status Low, -49.1</p>	
<p>Metric/Indicator (2) State Standardized Assessments as measured by Math CAASPP scores</p> <p>19-20 (2) Target is:</p> <p>All Students: -50</p> <p>Els: -60</p> <p>SEDs: -50</p> <p>SWDs: -155</p> <p>Hispanic: -50</p> <p>White: -50</p>	<p>(2) CA Dashboard (2019) Math Results:</p> <p>All Students: -45.6</p> <p>Els: -50.8</p> <p>SEDs: -47.3</p> <p>SWDs: -106.2</p> <p>Hispanic: -47.7</p> <p>White -37.9</p>

Expected	Actual
<p>Baseline (2) 2015-16 CA School Dashboard Student Subgroup Report for MATH for All Subgroups (Spring 2017)</p> <p>All Status Low, -72.4</p> <p>Els Status Low, -87.3</p> <p>SED Status Low, -74.9</p> <p>SWDs Status Very Low, -146.9</p> <p>Hispanic Status Low, -72.7</p> <p>White Status Low, -62.8</p>	
<p>Metric/Indicator (3) Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review</p> <p>19-20 (3) Target is 100% Credentialed Teachers; no misassignments or vacancies</p> <p>Baseline (3) 2016-2017: 100% Credentialed Teachers with no misassignments or vacancies</p>	<p>(3) Credentialed Teachers; no misassignments or vacancies (SARC)</p> <p>Credentialed Teachers = 100%</p> <p>Misassignments = 0</p> <p>Vacancy = 0.8% (Filled after the school year started)</p>
<p>Metric/Indicator (4) Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' (Williams Report) or SARC review</p> <p>19-20 (4) Target is 100% sufficient instructional materials</p>	<p>(4) Sufficient instructional materials (Williams Report)</p> <p>100%</p>

Expected	Actual
<p>Baseline (4) 2016-2017: School board adoption of “sufficiency of Instructional Materials” resolution</p> <p>Metric/Indicator (5) Facilities Maintained as measured by annual FITs or SARC review</p> <p>19-20 (5) Target is all site FITs “good” or higher</p> <p>Baseline (5) 2015-2016 All (100%) site FITs scored “good” or higher</p> <p>Metric/Indicator (6) State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool</p> <p>19-20 (6) State Reflection Tool will meet or exceed these targets:</p> <p>(I) Professional learning:</p> <ul style="list-style-type: none"> a. ELA 4 b. Math 4 c. NGSS 3 d. History/Social Science 2 <p>(II) Instructional materials:</p> <ul style="list-style-type: none"> a. ELA 4 b. Math 4 c. NGSS 2 d. History/Social Science 1 <p>Baseline (6) For 2017-18: 100% Teachers will participate in the PD provided by the LEA</p>	<p>(5) Facilities (FITs “good” or higher, SARC)</p> <p>100%</p> <p>(6) State Standards Implementation (State Reflection Tool):</p> <p>(I) Professional learning:</p> <ul style="list-style-type: none"> a. ELA 4 b. Math 4 c. NGSS 3 d. History/Social Science 2 <p>(II) Instructional materials</p> <ul style="list-style-type: none"> a. ELA 4 b. Math 4 c. NGSS 3 d. History/Social Science 3

Expected	Actual
<p>2017-18: Baseline will be set and reported out in annual update</p> <p>Metric/Indicator (7) EL access to state standards/ELD standards as measured by either 1) Narrative Summary or 2) State Reflection Tool (might be included with tool used above)</p> <p>19-20 (7) State Reflection Tool will meet or exceed these targets:</p> <p>(I) Professional learning:</p> <p>a. ELD 3</p> <p>(II) Instructional materials:</p> <p>a. ELD 3</p> <p>Baseline (7) For 2017-18: 100% Teachers will participate in the PD provided by the LEA</p> <p>2017-18: Baseline will be set and reported out in annual update</p>	<p>(7) EL access to state standards/ELD standards (State Reflection Tool):</p> <p>a. ELD 3</p> <p>(II) Instructional materials:</p> <p>a. ELD 4</p>
<p>Metric/Indicator (8) Access to a broad course of study as measured by review of teacher and/or master schedules</p> <p>19-20 (8) Target is 100% access to a broad course of study</p> <p>Baseline (8) 2015-2016: 100% access to a broad course of study at all school sites</p>	<p>(8) Access to a broad course of study</p> <p>100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District infrastructure operates efficiently and effectively (all required staffing, services and programs).	1000-1999: Certificated Personnel Salaries LCFF \$7,563,376 2000-2999: Classified Personnel Salaries LCFF \$2,435,459 3000-3999: Employee Benefits LCFF \$4,067,462 4000-4999: Books And Supplies LCFF \$783,493 5000-5999: Services And Other Operating Expenditures LCFF \$1,843,511 1000-1999: Certificated Personnel Salaries Categorical Funds \$1,109,264 2000-2999: Classified Personnel Salaries Categorical Funds \$535,132 3000-3999: Employee Benefits Categorical Funds \$1,649,455 4000-4999: Books And Supplies Categorical Funds \$441,456 5000-5999: Services And Other Operating Expenditures Categorical Funds \$938,730 7000-7439: Other Outgo LCFF \$121,352 7000-7439: Other Outgo Categorical Funds \$187,034 6000-6999: Capital Outlay LCFF \$50,000	1000-1999: Certificated Personnel Salaries LCFF \$7,668,297 2000-2999: Classified Personnel Salaries LCFF \$2,362,191 3000-3999: Employee Benefits LCFF \$3,865,396 4000-4999: Books And Supplies LCFF \$765,760 5000-5999: Services And Other Operating Expenditures LCFF \$1,731,518 1000-1999: Certificated Personnel Salaries Categorical Funds \$970,800 2000-2999: Classified Personnel Salaries Categorical Funds \$557,018 3000-3999: Employee Benefits Categorical Funds \$1,584,945 4000-4999: Books And Supplies Categorical Funds \$378,933 5000-5999: Services And Other Operating Expenditures Categorical Funds \$656,677 7000-7439: Other Outgo LCFF \$292,051 7000-7439: Other Outgo Categorical Funds \$209,576 6000-6999: Capital Outlay LCFF \$27,572

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		6000-6999: Capital Outlay Categorical Funds \$232,357
<p>Actions and services that will be implemented will continue to be principally directed toward meeting the needs of our unduplicated students as outlined below and will be reviewed and updated annually as appropriate; based on the review of data:</p> <p>A) The academic performance of our unduplicated students on the CA Schools Dashboard will be investigated and compared with the previous year which revealed that the ELA indicator was Green for All Students; Green for Hispanic students; Yellow for Socially Economically Disadvantaged students and our English Learners.</p> <p>Our lowest performing students on the ELA indicator were our SWDs and our White Students; both subgroups were in the Orange.</p> <p>The investigation of the academic performance of our unduplicated students on the CA Schools Dashboard revealed that student performance on the Math State Indicators for All Students, ELs, Hispanic, SED and our White Students was in the Yellow category.</p> <p>Our lowest performing subgroup on the math indicator was our SWDs with an Orange indicator.</p> <p>The data presented illustrated opportunities for growth given the goal of having all unduplicated students performing minimally at the Green level on the academic indicators (ELA and Math).</p> <p>FLDUSD will continue to sustain the following supplemental academic supportive actions and services for our unduplicated students:</p> <ul style="list-style-type: none"> • Academic enrichment during and after school • Credit recovery opportunities • Summer school opportunities • VAPA pathways • Certificated Tutor support • Preschool 	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,600,726</p> <p>2000-2999: Classified Personnel Salaries LCFF \$1,115,339</p> <p>3000-3999: Employee Benefits LCFF \$1,498,199</p> <p>4000-4999: Books And Supplies LCFF \$187,440</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$478,797</p> <p>1000-1999: Certificated Personnel Salaries Categorical Funds \$447,267</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$83,810</p> <p>3000-3999: Employee Benefits Categorical Funds \$139,051</p> <p>4000-4999: Books And Supplies Categorical Funds \$134,439</p> <p>5000-5999: Services And Other Operating Expenditures Categorical Funds 144,837</p> <p>7000-7439: Other Outgo Categorical Funds \$569,974</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,535,024</p> <p>2000-2999: Classified Personnel Salaries LCFF \$1,113,784</p> <p>3000-3999: Employee Benefits LCFF \$1,413,022</p> <p>4000-4999: Books And Supplies LCFF \$443,245</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$542,234</p> <p>1000-1999: Certificated Personnel Salaries Categorical Funds \$367,213</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$90,649</p> <p>3000-3999: Employee Benefits Categorical Funds \$114,883</p> <p>4000-4999: Books And Supplies Categorical Funds \$88,917</p> <p>5000-5999: Services And Other Operating Expenditures Categorical Funds \$51,570</p> <p>7000-7439: Other Outgo Categorical Funds \$566,922</p>

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<ul style="list-style-type: none"> • Personnel added during prior years to maintain increased, improved and expanded services, facilities and programs (Utility Workers) <p>B) Investigation of the performance of our unduplicated students on the CA Schools Dashboard revealed that the performance on the Suspension Rate Indicator for All Students was Orange. The suspension indicator remained unchanged at Yellow for students with disabilities and English Learners. However, our SED and Hispanic student subgroups were in the Orange.</p> <p>Given the goal of having the unduplicated students performing minimally at the Green level, these data illustrated opportunities for growth. In order to address this need, FLDUSD will continue to sustain the following actions, which were principally directed toward our unduplicated students and will continue to be related to supplemental student social-emotional/health supportive services for students:</p> <ul style="list-style-type: none"> • Mental health counseling services and health services (LVN) <p>We will continue to implement these services because data collected to date indicated that we in most cases showed positive change on the CA Schools Dashboard indicators.</p> <p>C) Investigation of the performance of our unduplicated students on the CA Schools Dashboard revealed that the English Learner Indicator improved from Orange to Green during prior years when the CELDT was used. The transition to the ELPAC will continue to be monitored. Given a goal of having the unduplicated students performing minimally at the Green level, the data that was reviewed illustrated growth with respect to refined instruction and increased student engagement. In order to continue addressing student needs, FLDUSD will continue to implement the following actions which will continue to be principally directed toward our unduplicated students and will increase professional support for improved instruction:</p> <ul style="list-style-type: none"> • Increased technology support • Increased academic coaching support 		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>We will continue implementation of these services because data collected to date indicated that we are, in most cases, showing positive change on these indicators on the CA Schools Dashboard.</p> <p>D) The CA Schools Dashboard revealed that the All Student group performance for ELA improved from Yellow to Green. The Math indicator for All Students showed improvement within the Yellow category. However, the Students with Disabilities subgroup in ELA and Math showed an indicator of Orange. Additionally, the English Learner Indicator, in the past, showed improvement from Orange to Green when the CELDT was administered. A ELPAC baseline is being established and new targets will be set and shown on the Ca School Dashboard. Given the goal of having all unduplicated students performing minimally at the Green level, these data acknowledge progress and improvement.</p> <ul style="list-style-type: none"> In order to continue addressing this need, FLDUSD will continue to sustain the increased service of an additional 30 minutes of instructional time daily. FLDUSD will continue to sustain the increased service of an additional 30 minutes of instructional time daily. <p>This action will remain principally directed toward the unduplicated students with the intention that additional time will provide more opportunities for teachers to differentiate instruction and will provide more individualized support for our most at-risk students. This action will continue to provide increased student/teacher instructional contact time and will support the district's goal of improving academic outcomes for the unduplicated students as measured by the CAASPP Math, ELA and ELPAC assessments.</p>		

Goal Analysis

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

All budgeted actions and services were implemented as they were planned until the onset of the pandemic when there was a disruption of planned services throughout the state.

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

As stated previously, student achievement metrics as reported in the California School Dashboard showed improvements in academic performance districtwide (reported for the last full year 2018-2019 data). Unduplicated pupil subgroups also improved their achievement metrics in parity with overall student data. Challenges for the 2019-2020 school year included the shutdown of all schools statewide after March 13, 2020, which resulted in cancelled state testing, the cessation of ELPAC testing for all secondary students, the cancellation of the last round of reclassifications for English learners, and a redefined graduation rate and college/career measure due to the partial year. The loss of traditional in-person direct instruction for the final quarter of the 2019-2020 school year represented lost instructional opportunity.

Goal 2

English Learner progress will improve

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator ELPAC Annual Assessment Results</p> <p>EL access to state standards/ELD standards as measured by either 1) Narrative Summary or 2) State Reflection Tool (might be included with tool used above)</p> <p>19-20 (1) Targets will be re-set to new baseline data which will be established by CDE (TBD).</p> <p>Baseline Source Data Quest For 2015-16: CELDT "Annual Assessment" Results show:</p> <p>Advanced/Early Advanced Rate: 38%</p> <p>n=47 (6%) Advanced n=231 (32%) Early Advanced n=302 (41% Intermediate n=95 (13% Early Intermediate n=56 (8%) Beginning n= 731 Total Tested</p>	<p>(1) English Learner Progress Indicator (ELPI) CA Dashboard (2019):</p> <p>54.1%</p>

Expected	Actual
<p>Metric/Indicator EL Reclassification as measured by prior year number of re-designated students.</p> <p>19-20 (2) Reclassification target is 6%</p> <p>Baseline Source CDE Data Quest 2016-17:</p> <p>Annual Reclassification (RFEP) Counts and Rates; Decrease EL% by 1%; Increase FEP & Redesignated students by 1%</p> <p>English Learners: District: 855 (37.3%)</p> <p>Fluent English Proficient Students: District: 777 (33.9%)</p> <p>Students Redesignated: District: 133 (15.3%)</p>	<p>(2) Reclassification Rate (CDE Dataquest, 2018-2019):</p> <p>English Learners: 880 (39.3%)</p> <p>Fluent English Proficient Students: 683 (30.5%)</p> <p>Students Redesignated: 55 (6.3)</p>
<p>Metric/Indicator Improve/Decrease "At Risk" and Long Term English Learners (LTEL)</p> <p>19-20 (3) LTEL target is to sustain or improve the following rates:</p> <p>EL 0-3 Yrs = 20%</p> <p>At Risk 4-5 Yrs = 3%</p> <p>LTEL 6+Yrs= 5.7%</p> <p>EL 4+Yrs Not At Risk or LTEL= 9.4%</p> <p>RFEP = 32.3%</p>	<p>(3) LTEL target (sustain or improve the following rates) 2018-2019 CDE Dataquest:</p> <p>EL 0-3 Yrs = 20%</p> <p>At Risk 4-5 Yrs = 7.6%</p> <p>LTEL 6+Yrs= 10%</p> <p>EL 4+Yrs Not At Risk or LTEL= 1.3%</p> <p>RFEP = 30%</p> <p>Total (Ever-EL) = 70%</p>

Expected	Actual
<p>Total (Ever-EL) = 71%</p> <p>Baseline Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates</p> <p>Source CDE Data Quest: 2016-2017 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report</p> <p>District Enrollment = 2,290</p> <p>EL 0-3 Years = 469 (20%) At Risk 4-5 Years = 99 (4%) LTEL 6+ Years= 139 (6%) EL 4+ Years Not At Risk or LTEL= 148 (6.6%)</p> <p>RFEP = 775 (33.8%)</p> <p>Total (Ever-EL) = 1,630 (71%)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Principally for ELs: All teachers will receive training and support (academic coach) to help staff implement: 1) cooperative groups to continue increasing in class opportunities for Els to speak and write in complete sentences; 2) support for the continued implementation of English Language Development (ELD) standards and Frameworks; and 3) support to help teachers with differentiated instructional design and strategies to include implementation and improvement of integrated and designated ELD. Individual learning plans will continue to be developed for Long Term English Learners.</p>	<p>1000-1999: Certificated Personnel Salaries Categorical Funds \$78,414</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$62,397</p> <p>3000-3999: Employee Benefits Categorical Funds \$46,672</p> <p>4000-4999: Books And Supplies Categorical Funds \$28,610</p>	<p>1000-1999: Certificated Personnel Salaries Categorical Funds \$62,379</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$67,409</p> <p>3000-3999: Employee Benefits Categorical Funds \$36,631</p> <p>4000-4999: Books And Supplies Categorical Funds \$11,231</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Categorical Funds \$23,548 1000-1999: Certificated Personnel Salaries LCFF 0 3000-3999: Employee Benefits LCFF 0 4000-4999: Books And Supplies LCFF 0 7000-7439: Other Outgo Categorical Funds 2072 2000-2999: Classified Personnel Salaries LCFF 0	5000-5999: Services And Other Operating Expenditures Categorical Funds \$29,567 6000-6999: Capital Outlay Categorical Funds \$2,366

Goal Analysis

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

Planned purchases for ELD curriculum, supplemental instructional materials and other expenditures did not occur due to the COVID-19 shutdown after March 13, 2020 and were later paid for using COVID-related federal funds. Additionally, some planned expenditures were not made in the 5000 account code and moved to other expenditure areas.

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

English learner progress measured by the English Language Proficiency Assessment for California (ELPAC) showed consistent growth and LCAP Goal #2 attainment until the shutdown in the final quarter of the 2019-2020 school year. Metrics as reported in the California School Dashboard show improvements in English learner progress districtwide (reported for the last full year, 2018-2019 data). Challenges for the 2019-2020 school year included the shutdown of all schools statewide after March 13, 2020, which resulted in cancelled state testing, the cessation of ELPAC testing for all secondary students, the cancellation of the last round of reclassifications for English learners, as well as a redefined graduation rate and college/career measure due to the partial year. The loss of traditional in-person direct instruction and designated ELD instruction, supports and services for the final quarter of the 2019-2020 school year represented lost instructional opportunity.

Goal 3

Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator (1) Middle School Dropout as measured by formula in LCAP appendix</p> <p>19-20 (1) 0%</p> <p>Baseline 2015-16 (Dataquest): 0%</p>	<p>(1) (CALPADS Dropouts Count - State View, 2019-2020)</p> <p>0%</p>
<p>Metric/Indicator (2) High School Dropout as measured by formula in LCAP appendix</p> <p>19-20 (2) 0.1%</p> <p>Baseline 2015-16 (Dataquest): 0.9%</p>	<p>(2) CALPADS Dropouts Count - State View 2019-2020</p> <p>0.3%</p>
<p>Metric/Indicator (3) Attendance</p> <p>19-20 (3) 96% or higher</p>	<p>(3) 91.3% (Attendance, Aeries Analytics, 2019-20):</p>

Expected	Actual
<p>Baseline 2015-16 (Aeries Analytics): 94.5%</p> <p>Metric/Indicator (4) Chronic Absenteeism as measured by % students with 10% or more absenteeism</p> <p>19-20 (4) 4%</p> <p>Baseline 2015-16 (Aeries Analytics): 5.5%</p>	<p>(4) 8.7% (All Students, Chronic Absenteeism, Aeries Analytics, 2019-20):</p>
<p>Metric/Indicator (5) Suspension rate</p> <p>19-20 (5) 4%</p> <p>Baseline 2015-16 (CALPADS) 6.3%</p>	<p>(5) CALPADS, 2018-19</p> <p>4.4%</p>
<p>Metric/Indicator (6) Expulsion rate</p> <p>19-20 (6) >1%</p> <p>Baseline 2015-16 (CALPADS): 0.08% (n=2); >1%</p> <p>Metric/Indicator (7) School Climate Survey- % responses high levels for school connectedness</p> <p>19-20 (7)</p> <p>K-5 = 99% 6-8 = 92% 9-12 =92%</p>	<p>(6) CALPADS, 2018-19</p> <p>0.1%</p> <p>(7) School Climate Survey- % school connectedness; 2018-19</p> <p>K-5 = 99% 6-8 = 92% 9-12 =92%</p>

Expected	Actual
<p>Baseline 2016-17 (CHKS):</p> <p>K-5 = 80% 6-8 = 60% 9-12 =72%</p> <p>Metric/Indicator (8) School Climate Survey- % responses feel very safe at school</p> <p>19-20 (8)</p> <p>K-5 = 80% 6-8 = 68% 9-12 =98%</p> <p>Baseline 2016-17 (CHKS):</p> <p>K-5 = 80% 6-8 = 60% 9-12 =72%</p>	<p>(8) School Climate Survey- % feel very safe at school; 2018-19</p> <p>K-5 = 80% 6-8 = 68% 9-12 =98%</p>
<p>Metric/Indicator (9) Parental Engagement as measured by a summary of progress based on local measures.</p> <p>19-20 (9) 90% or greater; positive parent survey responses</p> <p>*seeking input in decision making</p> <p>*promoting participation in programs</p> <p>Baseline 2016-17 (Local Measures): SSC and ELAC at each school and a DELAC and DPAC at the district level</p>	<p>(9) 90% or greater; positive parent survey responses</p> <p>76% (seek input in decision making)</p> <p>86% (promoting participation)</p>

Expected	Actual
Baseline will be set and reported out in annual update	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population are the most at risk and have the lowest attendance, highest suspension, expulsion and dropout rates.</p> <p>To address this need the District is building on the positive impact of the District-wide Positive Behavior Intervention support (PBIS) initiative to include movement towards a Multi-Tiered System of Support (MTSS) with academic and behavior interventions that are principally directed to meet the needs of our unduplicated student population. Interventions and supports implemented included providing students with access to a student assistance program (SAP) at each school site; increasing access to drug and alcohol prevention counseling (middle and high school) and providing access to contracted third-party behavioral clinicians to improve connectedness; decrease dropout rate; decrease absenteeism; suspension and expulsion rates while maintaining the necessary staff to ensure that all students, staff and parents will have a clean, safe and secure school environment. It has been our experience that these actions are effective in meeting the needs of the at-risk student population.</p> <p>As result of implementing and expanding these actions to include exploring a stronger partnership with local PD, we anticipate that school safety, student and parent connectedness will continue to improve; while dropout rates; absenteeism; suspension and expulsion rates of our unduplicated pupils will continue to decrease.</p> <p>The District wants to continue to sustain the increased and improved parent involvement initiatives implemented in prior years recognizing</p>	<p>1000-1999: Certificated Personnel Salaries Categorical Funds \$0</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$0</p> <p>3000-3999: Employee Benefits Categorical Funds \$0</p> <p>4000-4999: Books And Supplies Categorical Funds \$0</p> <p>5000-5999: Services And Other Operating Expenditures Categorical Funds \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$16,500</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$30,000</p> <p>3000-3999: Employee Benefits LCFF \$67,643</p> <p>4000-4999: Books And Supplies LCFF \$12,000</p> <p>6000-6999: Capital Outlay Categorical Funds \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF \$105,233</p> <p>4000-4999: Books And Supplies Categorical Funds \$0</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$9,800</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$24,935</p> <p>3000-3999: Employee Benefits LCFF \$66,913</p> <p>4000-4999: Books And Supplies LCFF \$18,000</p> <p>2000-2999: Classified Personnel Salaries LCFF \$124,345</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the positive correlation between parent engagement and student academic outcomes.</p> <p>In order to meet this need the District will provide materials/supplies; child-care, translators, and refreshments principally for parents of unduplicated pupils; specifically English Learners; to attend meetings and workshops to increase parental education and involvement opportunities. The District is also leveraging categorically funded resources to strengthen efforts to increase parent involvement and engagement.</p> <p>The District anticipates that parent involvement will increase and student achievement will improve especially for the unduplicated student population as a result of implementing these services and actions.</p> <p>Modification: One classified employee that is a Community Aide, will be moved from goal 1, action 1 to goal 3 action 2 to better focus on parent and community engagement.</p>	<p>5000-5999: Services And Other Operating Expenditures Categorical Funds \$883</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$27,970</p> <p>3000-3999: Employee Benefits Categorical Funds \$20,971</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$79,500</p> <p>Not Applicable LCFF</p>	<p>5000-5999: Services And Other Operating Expenditures Categorical Funds \$883</p> <p>2000-2999: Classified Personnel Salaries Categorical Funds \$32,866</p> <p>3000-3999: Employee Benefits Categorical Funds \$21,444</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$79,500</p> <p>Not Applicable LCFF</p>

Goal Analysis

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

Planned purchases for Social and Emotional Learning (SEL) curriculum and materials, and mental health services provided by district staff and a third-party mental health agency expenditures did not occur due to the COVID-19 shutdown after March 13, 2020 and were later paid for using COVID-related federal funds.

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

Progress towards LCAP Goal #3, providing a safe school environment with timely, appropriate, supportive academic and behavior interventions, showed consistent growth and LCAP Goal #3 attainment until the shutdown in the final quarter of the 2019-2020 school year. Metrics such as identification and referral for behavioral and mental health services, caseloads, a declining suspension and expulsion rate, and positive perception data from the California Healthy Kids Survey, showed improvements for students districtwide (reported for the last full year, 2018-2019 data). Challenges for the 2019-2020 school year included the shutdown of all schools statewide after March 13, 2020, which resulted in the unavailability and access to students for identification and risk assessment by all staff, counseling, treatment, and monitoring. The loss of traditional in-person direct instruction and the delivery of SEL curriculum during the instructional day for all grade spans for the final quarter of the 2019-2020 school year represented lost SEL and behavioral support opportunity.

Goal 4

All students will graduate college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator (1) Grade 11 CAASPP "English Language Arts"</p> <p>19-20 (1) Target is to sustain or improve from the current (FHS Dashboard, 2018) status of 44.6 points above standard</p> <p>Baseline 2018-2019 CA School Dashboard (Spring 2019 Report): "English Language Arts" (Grade 11)</p> <p>Increase 1% each year</p> <p>46.9 points above standard</p>	<p>(1) Grade 11 CAASPP ELA (FHS Dashboard, 2019)</p> <p>46.9</p>
<p>Metric/Indicator (2) Grade 11 CAASPP "Mathematics"</p> <p>19-20 (2) Target is to improve from the current (FHS Dashboard, 2018) status of 111.4 points below standard</p> <p>Baseline 2018-2019 CA School Dashboard (Spring 2019 Report):</p>	<p>(2) Grade 11 CAASPP "Mathematics" (FHS Dashboard, 2019)</p> <ul style="list-style-type: none"> • 109.4

Expected	Actual
<p>Mathematics (Grade 11)</p> <p>Increase 2% each year</p> <p>109.4 points below standard</p> <p>Metric/Indicator (3) A-G Completion Rate</p> <p>19-20 (3) Target is to sustain or improve from current status (Aeries Analytics, 2018-19) listed here:</p> <p>All Students: 42.4%</p> <p>EL/LEP: 15.2%</p> <p>Hispanics: 42.6%</p> <p>SED: 39.2%</p> <p>SPED: 12.5%</p> <p>White: 37.5%</p> <p>Baseline FLDUSD A-G Completion Rate (FHS 12th Graders, Aeries Analytics, 2016-17)</p> <p>All Students = 36.8%</p> <p>EL/LEP = 4.0%</p> <p>Hispanics = 36.4%</p> <p>SED = 34.8%</p>	<p>(3) A-G Readiness (Aeries Analytics, 2018-19) listed here:</p> <p>All Students: 38.0%</p> <p>EL/LEP: 8.3%</p> <p>Hispanics: 37.8%</p> <p>SED: 37%</p> <p>SPED: 5.9%</p> <p>White: 50%</p>

Expected	Actual
<p>SPED = 15.4%</p> <p>White = 57.1%</p> <p>Metric/Indicator (4) High School Graduation Rate</p> <p>19-20 (4) Target is to maintain rates at 90% or higher for all student groups</p> <p>Baseline 2015-16: Maintain Graduation Rate at a minimum of 90% or higher for all student subgroups CA School Dashboard (Spring 2017 Report)</p> <p>EL's at 93.9%</p> <p>Hispanics at 97.3%</p> <p>SED at 97.5%</p> <p>SPED at 90.9%</p> <p>White at 100%</p>	<p>(4) Graduation Rate:</p> <p>EL's at 92.2%</p> <p>Hispanics at 96.3%</p> <p>SED at 96.3%</p> <p>SPED at 70%</p> <p>* White at %</p> <p>* Less than 11 students - data not displayed for privacy</p>
<p>Metric/Indicator (5) Advanced Placement: Pupils Scoring 3 or higher</p> <p>19-20 (5) Target is to sustain or improve from the current 2018 Dashboard status listed here:</p> <p>All: 33.1% Hispanic: 34.4% White: 20% EL: 5% SED: 32.7 SWDs: *</p>	<p>(5) Advanced Placement: Pupils Scoring 3 or higher</p> <p>All: 33.1% Hispanic: 34.4% White: 20% EL: 5% SED: 32.7 SWDs: *</p> <p>* < than 11 stds not reported for privacy reasons</p>

Expected	Actual
<p>* < than 11 stds not reported for privacy reasons</p> <p>Baseline 2015-16 (www.cde.ca.gov/snapshot) Percent of student groups that Passed the AP Exam with a Score of 3 or Higher increased: increase by 1%</p> <p>All Students: 42% Hispanic Students: 45% White Students: 14% EL Students: 100% SED Students: 41% SWDs: 0%</p>	
<p>Metric/Indicator (6) Grade 11 Early Assessment Program College Readiness Results for ELA</p> <p>% pupils scoring "conditionally ready" and "ready" for ELA</p> <p>19-20 (6) Target is to sustain or improve from the current status (Aeries Analytics, 2018-19) listed here:</p> <p>All Stds: 65% Hispanic: 64.2% White: 83.3% EL/LEP: 10.7% RFEP: 79.3% SED: 64.1% SWDs: 7.7%</p> <p>Note: Subgroup "RFEP" added as a separate group and separate data point</p>	<p>(6) Grade 11 EAP ("conditionally ready" and "ready" for ELA, Aeries Analytics, 2018-19)</p> <p>All Stds: 68.2% Hispanic: 67.9% White: 100% EL/LEP: 11.2% RFEP: 72% SED: 84% SWDs: 14.3%</p>

Expected	Actual
<p>Baseline 2015: Grade 11 EAP College Readiness Results for ELA (www.cde.ca.gov/snapshot): Increase by 2%</p> <p>All Students: 50% Hispanic Students: 51% White Students: 33% EL Students: 14% SED Students: 49% SWDs: 16%</p>	
<p>Metric/Indicator (7) Grade 11 Early Assessment Program College Readiness Results for Math</p> <p>Percent pupils scoring "conditionally ready" and "ready" for Math</p> <p>19-20 (7) Target is to sustain or improve from current status (Aeries Analytics, 2018-19) listed here:</p> <p>All: 11.43% Hispanic: 76% White: 33.3% EL/LEP: 10.3% RFEP: 14.1% SED Stds: 12.11% SWDs: 0</p> <p>Baseline 2015: Grade 11 EAP College Readiness Results for Math (www.cde.ca.gov/snapshot): Increase by 2%</p> <p>All Students: 9% Hispanic Students: 9% White Students: 11% EL Students: 4% SED Students: 10%</p>	<p>(7) Grade 11 EAP ("conditionally ready" and "ready" for Math, Aeries Analytics, 2018-19)</p> <p>All: 10.8% Hispanic: 11.2% White: 50% EL/LEP: 10.3% RFEP: 12.6% SED Stds: 9.4% SWDs: 0</p>

Expected	Actual
SWDs: 0%	
<p>Metric/Indicator (8) Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway</p> <p>19-20 Discontinued</p> <p>Baseline 2015: Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups (www.cde.ca.gov/snapshot): Increase by 2%</p> <p>All Students: 73% Hispanic Students: 76% White Students: 40% EL Students: 72% SED Students: 76% SWDs: 82%</p> <p>Metric/Indicator (9) Other Pupil Outcomes: Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule.</p> <p>19-20 (9) Target is to sustain at 88</p> <p>Baseline 2020 Summer/Fall/Winter/Spring Increase by 2% each year 2020 Spring = 86 2020 Summer = 37 2020 Fall = 172</p>	<p>(8) CTE Pathway Discontinued</p> <p>(9) Other Pupil Outcomes: Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule</p> <p>(9) Target is to increase/sustain at 88</p> <p>2019-2020 Actual: 244 total number of students enrolled in West Hills Community College courses</p> <p>6 students enrolled in two-period online learning classes</p> <p>EDCU 001 (Intro to Education) was not offered during the fall 2019 semester</p>

Expected	Actual
<p data-bbox="107 250 348 280">Metric/Indicator</p> <p data-bbox="107 289 984 319">(10) CCI indicator "Percent Prepared" (CA School Dashboard)</p> <p data-bbox="107 339 193 370">19-20</p> <p data-bbox="107 378 1014 444">(10) Target is to improve from current status (Dashboard, 2018) listed here:</p> <p data-bbox="107 488 254 518">All: 33.1%</p> <p data-bbox="107 526 340 555">Hispanic: 34.4%</p> <p data-bbox="107 563 275 592">White: 20%</p> <p data-bbox="107 600 216 630">EL: 5%</p> <p data-bbox="107 638 285 667">SED: 32.7%</p> <p data-bbox="107 675 264 704">SWDs: 0%</p> <p data-bbox="107 745 789 776">* < than 11 stds not reported for privacy reasons</p> <p data-bbox="107 797 243 828">Baseline</p> <p data-bbox="107 836 254 865">Fall 2017:</p> <p data-bbox="107 906 613 935">All Students: (n=171) 42.7%</p> <p data-bbox="107 943 613 972">Hispanic Students: (n=160) 43.1%</p> <p data-bbox="107 980 562 1010">White Students: (n=9) *</p> <p data-bbox="107 1018 617 1047">EL Students: (n=74) 28.4%</p> <p data-bbox="107 1055 617 1084">SED Students: (n=163) 41.7%</p> <p data-bbox="107 1092 596 1122">SWDs: (n=19) 5.3%</p> <p data-bbox="107 1162 987 1229">An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons.</p>	<p data-bbox="1062 164 1934 230">EDUC 001 (Intro to Education) was not offered in the spring of 2020 semester</p> <p data-bbox="1062 245 1934 276">(10) CCI indicator "Percent Prepared" (CA School Dashboard)</p> <p data-bbox="1062 316 1961 383">(10) Target is to improve from current status (Dashboard, 2018) listed here:</p> <p data-bbox="1062 427 1234 456">2019 Actual:</p> <p data-bbox="1062 500 1587 529">All: 52.6% Prepared (19.5% increase)</p> <p data-bbox="1062 537 1648 566">Hispanic: 52.4% Prepared (18% increase)</p> <p data-bbox="1062 574 1738 604">*White: Data suppressed - less than 11 students)</p> <p data-bbox="1062 612 1591 641">EL: 25.5% Prepared (20.5% increase)</p> <p data-bbox="1062 649 1619 678">SED: 51.9% Prepared (19.2% increase)</p> <p data-bbox="1062 686 1625 716">SWDs: 15% Prepared (increase of 15%)</p> <p data-bbox="1062 756 1736 787">* < than 11 stds not reported for privacy reasons</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will sustain the high graduation rate (90% or higher) by providing access to academic supports and opportunities for the unduplicated student population.</p> <p>The District will direct the following actions to support the unduplicated student population: course elective options, VAPA, CTE, concurrent/dual enrollment, counseling, tutorials, practice exams for AP, SAT, PSAT, ASVAB etc. These supplemental services will help the unduplicated students meet: A-G requirements; AP course and EAP Exams.</p> <p>In addition, the District is working with the middle school, high school and alternative education high school on the development of a college and career readiness pathway through the California College Guidance Initiative (CCGI).</p> <p>District data will continue to prove that these services and actions will continue to be effective in meeting the high graduation rate for the unduplicated student population.</p> <p>There is a need to continue leveraging the strong positive correlation between VAPA opportunities and student academic achievement. Unfortunately, the District's unduplicated students; especially in a small rural community; have not enjoyed access to VAPA; co-curricular and extracurricular experiences, opportunities or the facilities that will engage all students while also allowing student talent to be showcased.</p>	<p>1000-1999: Certificated Personnel Salaries Categorical Funds \$69,831</p> <p>3000-3999: Employee Benefits Categorical Funds \$25,221</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$404,194</p> <p>3000-3999: Employee Benefits LCFF \$161,174</p> <p>2000-2999: Classified Personnel Salaries LCFF \$29,085</p> <p>3000-3999: Employee Benefits LCFF \$0</p> <p>4000-4999: Books And Supplies Categorical Funds \$180,333</p> <p>5000-5999: Services And Other Operating Expenditures Categorical Funds \$51,993</p> <p>4000-4999: Books And Supplies LCFF \$43,890</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$62,935</p> <p>7000-7439: Other Outgo Categorical Funds \$12,313</p> <p>4000-4999: Books And Supplies LCFF \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$0</p>	<p>1000-1999: Certificated Personnel Salaries Categorical Funds \$76,520</p> <p>3000-3999: Employee Benefits Categorical Funds \$27,366</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$432,220</p> <p>3000-3999: Employee Benefits LCFF \$181,827</p> <p>2000-2999: Classified Personnel Salaries LCFF \$17,401</p> <p>4000-4999: Books And Supplies Categorical Funds \$94,039</p> <p>5000-5999: Services And Other Operating Expenditures Categorical Funds \$30,662</p> <p>4000-4999: Books And Supplies LCFF \$28,186</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$32,677</p> <p>4000-4999: Books And Supplies LCFF \$35,800</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$15,100</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Because of this barrier to VAPA equity and access for the unduplicated student population and the correlation between VAPA, co-curricular, extra-curricular and athletic activities and academic achievement the district continued to sustain and expand the VAPA pipeline districtwide while also ensuring that improvements to school facilities and grounds are given equal priority.</p> <p>The District will continue to direct these actions to the unduplicated student population which include supporting the growth of VAPA opportunities; specifically Music at all sites; more instruments and additional facility and campus maintenance, improvements and expansion that will provide access for students that are interested to continue participating in VAPA, co-curricular and extra-curricular experiences while making any necessary environmental adjustments and improvements to ensure that safety and the public appearance of each campus is attractive, welcoming and meets community expectations.</p> <p>The district will continue to maintain equity and balance across all disciplines; academic, enrichment and physical activity to include athletic activities. The primary focus will continue to be on the development of a VAPA pathway and any technology adjustments that will allow for a variety of VAPA courses as well as other electives as well as facility and grounds improvements for all school programs to be properly maintained, supported and sustained.</p> <p>As a result of implementing these services; the District expects to see improvements in standardized test scores; attendance, and student engagement while sustaining the high graduation rate.</p>	<p>6000-6999: Capital Outlay LCFF \$400,000</p>	<p>6000-6999: Capital Outlay LCFF 349,100</p>

Goal Analysis

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

The actions were nearly completed because most of the school year occurred before the shutdown but due to the COVID-19 pandemic and the resultant shutdown of all campuses in the district, money in categories not spent was moved to other areas to support unduplicated pupils in a virtual distance learning format.

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

Progress towards LCAP Goal #4, "All students will graduate college and career ready", showed remarkable growth and LCAP Goal #4 attainment until the shutdown in the final quarter of the 2019-2020 school year. Between 2018 and 2019, the College/Career indicator on the California School Dashboard went from red to green. Metrics such as A-G completion rates, career technical education enrollments and pathway completions, college credit course participation and accumulation, Grade 11 Smarter Balanced summative assessments in ELA and math, and Advanced Placement exams, showed positive improvements for graduating seniors (reported for the last full year, 2018-2019 data). Challenges for the 2019-2020 school year included the shutdown of all schools statewide after March 13, 2020. Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard which resulted in the loss of many metrics used for the College/Career Dashboard indicator. The loss of traditional in-person direct instruction, suspension of state testing, unavailability of AP testing opportunities, and suspension of CTE courses for the final quarter of the 2019-2020 school year represented lost opportunities for participation and completion.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The district’s unduplicated pupil populations have been the most impacted by the COVID-19 crisis and resultant shutdown and therefore require additional supports to mitigate learning loss and maintain grade-level progress. FLDUSD recognized the importance of not only hiring additional instructional staff, curricular materials, and equipment during the distance learning phase of the reopening of all schools in August, 2020, but of the necessity of maintaining these extra resources and personnel to further augment the effectiveness of in-person direct instruction once that modality begins. The district will accomplish this objective by retaining all staff and resources shown to be effective in mitigating learning loss during the shutdown phase of distance learning instruction, and expand the capacity, frequency, and duration of these newly-acquired resources when in-person instruction commences. The expected result of this action will be to further mitigate any remaining learning loss and achievement gaps (especially for unduplicated pupil populations) not fully mitigated during the distance learning method of instructional delivery that was used at the beginning of the current school year. Estimated actual expenditures exceeded the funds budgeted due to the acquisition of new supplemental instructional materials that were deemed necessary for distance learning. These technology-based programs and apps augmented adopted curriculum at all sites and were deemed necessary for mitigating learning loss and academic skills deficits.</p>	<p>\$105,878</p>	<p>\$259,950</p>	<p>Yes</p>

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The District Reopening Taskforce recognized that maintaining the required safety protocols with students will be difficult once they return to campus. Additional staff will be needed to clean all areas, as well as monitor and direct students as appropriate. Assigning classified staff will ensure health and safety precautions are in place when students return, and will perform routine and regular cleaning, disinfecting surfaces where any person was present, servicing wash stations and portable water bottle filling stations, maintain signs and distancing markers, and escorting students when necessary. This will also include overtime hours as needed. The expected outcome will be to decrease the risk of community and person-to-person spread of COVID-19, ensuring a safe and healthy learning environment for students and staff.</p>	\$252,790	\$212,622	No
<p>The district realized that in order to maintain social distancing and to limit student access to surfaces that may be contaminated with the coronavirus, restrooms and drinking fountains would be difficult to monitor. To limit student restroom access (resulting in congestion) and ensure safe access to drinking water, the district will lease portable wash stations and portable water bottle filling stations to be placed in strategic areas for students to access. Additionally, sinks were installed in portable classrooms allowing staff to properly supervise handwashing and perform timely sanitization. The washing of hands will be required for all students prior to and after being served meals and snacks. The expected outcome of having portable wash stations and drinking fountains in strategic locations will be to lower the risk of exposure to the novel coronavirus.</p>	\$309,496	\$323,264	No
<p>The district acknowledges that bus transportation for students is critical for attendance, participation and learning in a face-to-face, direct instruction classroom environment. This is also critical for unduplicated pupil subgroups that comprise the majority of student enrollment and require transportation to equitably access instruction. To maintain safety protocols such as mask wearing, no-touch</p>	\$158,019	\$380,968	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>temperature scans, and social distancing, the transportation department will need to create additional transportation routes and schedules in order to limit the number of students riding the bus in order to maintain proper distancing (e.g., a 70-passenger bus will be loaded with approximately 25 passengers). One additional staff member will assist the driver to ensure temperature scans are 100.4 degrees or below before boarding the bus, ensure the wearing of proper face coverings, and maintain social distancing while on the bus (students from the same family may sit together). The expected outcome of additional bus routes and an additional staff member on each bus will be to decrease the risk of coronavirus exposure and help mitigate the possibility of transmission which will lead to increased attendance for our unduplicated student population.</p>			

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

When the Learning Continuity and Attendance Plan was initially completed and without the full knowledge or understanding of the needs of students, the district's budget was adjusted as necessary to meet the actions and services for student needs.

Analysis of In-Person Instructional Offerings

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

What would be considered an success by our district in the area of in-person instruction was being granted a waiver by the Fresno County Department of Public Health in October, 2020, that allowed for the return to campus of TK-5 stable group structures. These students returned to campus on October 26, 2020, on A and B days, morning and afternoon schedules, that enabled staff to appropriately enforce the mitigation practices of social distancing, face coverings, group movement in isolation, and other hygiene practices with limited facilities. Of the approximately 25% of students on both elementary campuses returning, it was found that student engagement and access to other district services were increased from distance learning-only levels. Certificated and classified staff also used this opportunity to build and refine structures and systems that would be needed to successfully accommodate larger numbers of students in the future, including grades 6-12 departmentalized programs.

One of the main challenges realized with the return of stable group structures for in-person learning was teachers having to repeat lessons for the distance learning-only students that remained at home. Equipment needed to conduct lessons simultaneously to in-person and at home students had not yet been procured but would be available for the spring 2021 4th quarter when larger numbers of students are allowed to return to campus yet still accommodating students that will finish the 2020-2021 school year in distance learning format.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Because the district’s unduplicated student populations have been most impacted by the COVID-19 crisis and resultant shutdown of in-person instruction, the district recognized the need for supplemental instructional materials to augment the engagement and meaningful understanding of curriculum during distance learning. The district will need to purchase these supplemental instructional materials and provide professional development for supplemental programs, interventions, and outreach efforts provided through categorical funds, S&C funds, and other COVID-19 related funding sources to support the needs of SPED, EL, Foster Youth and Homeless pupils. The expected outcome of this purchase and implementation is to support and accelerate learning for these unduplicated pupils and help mitigate and reclaim learning loss.</p>	\$358,350	\$303,864	Yes
<p>To ensure equitable access of instruction of digital distance learning for all students (particularly for unduplicated pupil subgroups), an inventory audit was conducted and the district realized that more devices were needed for students, including the replacement of devices that had reached end-of-service, new assistive devices, and maintain an overage of availability should more devices be needed during the distance learning phase of the reopening. The district will purchase devices (Chromebooks, hotspots, apps, and other assistive devices for special needs students) to ensure equitable access to these necessary devices for students who do not have connectivity at home. This is especially important for the families in Firebaugh who are low income (districtwide 93.6% free and reduced meal price-qualified). The expected outcome will be having 100% of students connected to distance learning instruction every day. All unduplicated</p>	\$1,179,737	\$1,018,807	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students will make gains academically as measured by state assessments and curriculum embedded assessments.			
<p>Given feedback by teachers, Instructional Specialists, and Behavioral Health clinicians, it was realized that additional programs were needed by students, particularly for social and emotional wellbeing. This was especially true for unduplicated pupil subgroups such as ELD, homeless and foster students experiencing isolation and a lack of daily connectedness with caring and supportive staff. The district commenced with the purchasing of subscriptions (new or renewal of previous subscriptions) needed for distance learning, the transition to a hybrid instructional delivery model, and remote SEL supports. These online learning/support programs and apps were deemed necessary to augment instructional effectiveness and learning, especially for special education students, English Learners, low-income, and foster/homeless students. The expected outcome of these purchases will be to sustain higher levels of engagement and learning for a seamless transition back into in-person direct instruction at the required level of rigor in each classroom, and to maintain social and emotional skills development in all grades.</p>	\$560,121	\$681,176	Yes

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

Upon completion of the Learning Continuity and Attendance Plan, completed and full knowledge or understanding of the needs of students required the district's budget to be adjusted as necessary to meet the actions and services for student needs, including staffing, materials, and digital instructional materials appropriate for online instruction and leaning.

Analysis of the Distance Learning Program

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

Success: All certificated staff were able to commence with grade-level instruction during the distance learning-only phase of the 2020-2021 school year and continue with that grade-level instructional delivery throughout the 2020-2021 school year. All students districtwide had access to devices, internet connectivity. Students who did not have access to devices or internet connectivity were provided with these necessities during the final quarter of the 2019-2020 school year. Technology staff periodically checked with all families to make sure access to instruction was available throughout the extended learning opportunity in the summer of 2020, and again in the fall 2020 semester.

Success: Pupil participation, as measured by CALPADS and Aeries Analytics data, was better than expected with a spring 2021 participation/attendance rate districtwide of 93.2% (as compared with 96.78% of the previous year's data collection period prior to the pandemic shutdown). Although this percentage was down from what the district typically has on any given year, it was only 3.58% below pre-pandemic levels, and substantially below attendance and chronic absenteeism rates statewide. The district used its Tiered Re-engagement plan to target students who were chronically absent (>10%), ranging from school-to-home phone calls and emails, to home visits using a Truancy Intervention Program (TIP) Officer contracted through Fresno Superintendent of Schools and the Fresno County Juvenile Probation Department. First, second, and third SARB letters were mailed home to all students falling in those three categories and was facilitated by the Attention2Attendance program purchase by the district from School Innovation and Achievement (SI&A). As for pupil progress, student in all grade levels TK-12 were able to access instruction substantially similar to in-person instruction and progress through the year's adopted curriculum and subject matter area for secondary students. Additional academic support was made possible via the purchase of supplemental instructional materials and other apps using CARES Act funding. All sites purchased these online programs in all subject matter areas, including programs specifically designed for English learners. Academic outcomes were determined through curriculum-embedded summative assessments and academic interventions were made available at the end of each school day for students not demonstrating mastery. Additional certificated tutors assisted classroom teachers with intervention efforts and with asynchronous instructional activities. ELD certificated tutors were also acquired by all school sites to provide integrated and designated ELD support to English learners. These additional certificated tutors were acquired by the use of CARES Act funding. Professional development for distance learning was made possible through the platforms that teachers used to deliver distance learning, including Google Meet, and more specifically, Zoom. The degree to which teachers participated in professional development using remote learning platforms was dependent upon their entering levels of experience and expertise. Staff roles and responsibilities were adapted to the distance learning time period and the inherent restrictions that the instructional program implementation. The district's reopening plan which was developed by all stakeholder groups prior to the commencement of the 2020-2021 school year heavily focused on health and safety factors, continuity of instruction through distance learning, and an eventual return to in-person learning. Staff typically assigned to maintenance, grounds and custodial duties became involved in food services and transportation needs of high risk or disabled students needing instructional services articulated in IEPs or 504 accommodation plans, or language support for students not able to access services through a distance learning-only format. Some staff were reassigned to locate and track students who were displaced due to the pandemic and loss of employment and housing, especially for

those students known to need additional mental health and nutrition services. Additional certificated staff were also reassigned to disinfecting, cleaning and sanitizing duties during COVID-19 restrictions and the requirements of maintaining health and safety protocols of all facilities and equipment. Support for students with unique learning needs was redesigned and executed to the extent possible given the restrictions imposed by the distance learning instructional model. Students under an IEP whose services and related services could not be delivered through distance learning arrived on campus four days per week and remained in a stable group structure throughout the day. Level I English learner students were provided designated ELD services through in-person instruction whenever practicable. Students with other disabling conditions outside of IDEA received accommodations either through in-person instruction or through distance learning with additional supports. Foster youth, students classified as homeless or other unaccompanied youth continued to receive wraparound services coordinated through the district's Student Services department. It was determined that there were no insurmountable barriers during the direct instruction period of the school year that significantly impacted the delivery of instructional support and related services to students with unique learning needs. Finally, another success realized during the distance learning period of the academic year was the number of high school diplomas awarded through the district's alternative education program. Given the programs and structures put into place and as described in the LCP, the district saw an increase of 400% of high school diplomas earned through the continuation high school by the end of the third quarter. Given the continuation high school's accreditation status, students from the comprehensive high school who had an inclination and preference towards the online learning format chose to enroll at the district's continuation high school and complete their graduation requirements ahead of schedule.

Challenges: There were several challenges that the district needed to address and subsequently allocate resources to overcome. These challenges included both anticipated issues as well as challenges realized during the atypical and uncertain school year held during the pandemic. Displaced families and student who lived in households both within the district and in neighboring communities were difficult to reach or maintain contact with. This presented problems with the established interventions of the tiered pupil re-engagement plan developed in conjunction with the LCP. The district used its School Resource Officer, Truancy Intervention Program Officer, site administrators involved with the district's SARB, and site clerical staff to contact known relatives and former neighbors to locate these students and their parents. Most students were located and were either reintegrated into our district or referred to school officials in other communities where they eventually relocated. Some students were known to have left the community and were unable to be located in spite of due diligence by district staff. Developmentally disabled students were not able to receive the desired exposure and experiences on campus and within the community as articulated in their Transition Services Program plans. High-intensity ELD services were offered to the extent practicable, but not to the extent that live, in-person instruction offers such as a rich, oral language environment containing contextual clues, academic vocabulary development, and written language expression. The availability of students to receive mental health services or for staff to make referrals to clinicians based upon observable affect and behavioral clues was another challenge during the distance learning segment of the school year. There were gaps in services for students who were difficult to locate or who became disengaged with both the academic offerings and mental health treatment options.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>The district’s unduplicated pupil populations have been the most impacted by the COVID-19 crisis and resultant shutdown and therefore require additional supports to mitigate learning loss and maintain grade-level progress. The district recognized the need to hire additional staff to better serve students, especially unduplicated pupils, where further effort will be needed to mitigate learning loss. Additional staff will fulfill new roles related to distance learning and eventual hybrid learning. This will include Instructional Aides, Saturday Parent Academy (SPA) teachers and SPA aides, home liaisons, and testing proctors for Special Education, ELD and foster/homeless students. The additional staff is expected to provide more help to certificated staff and to improve student participation through the tiered Pupil Re-Engagement Plan process. All unduplicated students will make gains academically as measured by state assessments and curriculum embedded assessments as a result of these actions.</p>	\$528,557	\$268,311	Yes
<p>As previously stated, FLDUSD unduplicated pupil populations have been the most impacted by the COVID-19 crisis and resultant shutdown and therefore require additional supports to mitigate learning loss and maintain grade-level progress. Site principals were provided a budget from which to use COVID-19 related funding, along with Supplemental and Concentration funds from the district’s LCFF allocation, to purchase equipment, curriculum, and supplemental instructional materials to augment the distance learning process. Certificated instructional staff at each site researched and identified new supplemental instructional materials and apps that were purchased for remediation and compensatory supplementation for students identified with significant learning loss due to the COVID-19 school closure, particularly students identified as special education,</p>	\$24,909	\$24,909	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>English learners, and foster/homeless. The expected results will be more meaningful student engagement in all subject areas, particularly in ELA, ELD, and math. The new apps for iPads with auditory features offer linguistic reinforcement and deeper conceptual understanding using visual effects and interactive participation. All unduplicated students will make gains academically as measured by state assessments and curriculum embedded assessments as a result of these actions.</p>			

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

Upon completion of the Learning Continuity and Attendance Plan, completed and full knowledge or understanding of the needs of students required the district's budget to be adjusted as necessary to meet the actions and services for student needs, including staffing, materials, digital instructional materials, and diagnostic assessment tools appropriate for online instruction, learning, and subsequent assessment of academic skills attainment.

Analysis of Pupil Learning Loss

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

Pupil learning loss was an important consideration for the district in that during pandemic restrictions and the distance learning instructional format that was used, traditional and conventional instructional and assessment practices needed to be modified or alternatives needed to be identified and implemented. Given that CAASPP testing was suspended for the 2019-2020 school year and academic progress could not be determined using longitudinal data established from an existing baseline, other metrics needed to be identified, selected, and used to measure pupil academic growth and grade-level progress during the 2020-2021 school year. Given that 2019-2020 was only a partial year for instruction, distance learning and eventual hybrid instruction were new instructional delivery systems with no conventional and established context or experiential knowledge from which to evaluate effectiveness, and an absence of comparable data from which to objectively use in determining effectiveness in light of these confounding variables, measuring pupil learning loss would be empirically difficult to determine and quantify with reasonable certainty. In light of this validity issue, the district determined that the best apples-to-apples comparisons that could be reported to stakeholders was to use locally-derived data to chart academic progress by comparing data to previous year's assessment for the same time periods. Adopted curriculum in elementary grades, and board-adopted secondary curriculum all included summative assessments that could be used to

determine subject matter attainment over time. Other assessments associated with iReady and Accelerated Reader in elementary grades can determine decoding skills and reading fluency, vocabulary development, and literal/inferential reading comprehension levels. Assessments using core curriculum in math and using apps and supplemental programs such as GoMath in determining student progress show similar grade level progress overall. Data comparisons between this year's students and last year's students (non-cohorted, pre-pandemic) was only depressed between 4-6%, inferring that students were making satisfactory grade level progress even under the current unusual conditions. Commercially available assessments used to measure attainment of the state standards (particularly in English language arts and math) such as STAR, enabled certificated staff and administration to monitor academic growth and compare to previous years' non-cohort data during the same time frame. Spring ELPAC testing beginning with elementary grades in March and concluding with 9-12 grades in April will better identify pupil progress or learning loss using the same assessment under under similar testing conditions.

Analysis of Mental Health and Social and Emotional Well-Being

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

Mental health services are provided by district-employed clinicians (ie, Marriage and Family Therapist) and third-party mental health practitioners contracted by the district through a partnership with Fresno County. Success was noted by the mental health teams in the areas of capturing identified students in need of services and providing appropriate interventions. The biggest challenge, though as identified by clinicians working within the district is access to students during the distance learning-only phase. During in-person learning where students are on campus, face-to-face interactions with students offer more observational opportunities to trained individuals to detect changes in affect and operational behaviors that may warrant further screening and referrals. Students are also more willing to engage with clinicians in a person-to-person dynamic. As a result of distance learning, referrals and case load numbers are down as compared to a regular in-person school year. Additionally, without this person-to person contact, parents and/or students are more likely to refuse service which in turn, halts the treatment process. Another successful aspect of configuring mental health services during the pandemic shutdown is the communication network that was developed and established between therapists and district staff who work most closely to the students who are either receiving mental services or are in a position to refer new students for screening and possible treatment. Virtual meetings are held weekly between the mental health clinicians and site staff or admin to discuss the cases of students by site. This is a new development that has been created during the pandemic out of necessity, but it appears that it will continue even after students return to campus, given its effectiveness towards refining and augmenting more effective treatment plans.

Social and Emotional Learning (SEL) opportunities have actually increased during the distance learning-only phase of the 2020-2021 instructional year since this model has given school sites the opportunity to integrate the district's elementary and secondary SEL curriculum into their core and elective classes. Elementary sites have integrated SEL skills development into their instruction on a daily basis throughout the day. Students participate in "virtual circles" which are small collaborative groups and work on Tier 1 and Tier 2 concepts. Secondary SEL incorporates their Tier 1 skills development into their PE courses. The comprehensive high school have developed the Psychology Club for interested students who learn about mental health disorders, treatment profiles, careers in mental health, and even a virtual field trip to the Fresno County Suicide Prevention Collaborative. District clinicians and the third party agency reports that the 2020-2021 school year has been "the best ever" regarding the expansion and implementation of SEL curriculum and related activities. There were no perceptible barriers to SEL curriculum as it appeared to not be diminished by using virtual learning platforms and appeared to provide engaging learning opportunities for students of all grade levels while online for their daily synchronous instruction.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil and Family Engagement: Pupil engagement in the distance learning and eventual hybrid configurations was determined by a Daily Participation Record verifying the minimum required number of minutes for “participation” as defined by Education Code Section 43504, and a Weekly Engagement Report (WER) that documented the summary of assignments and assessments, and the instructional delivery method (in-person or distance learning, synchronous or asynchronous). During the 2020-2021 school year during the pandemic restrictions, the district firmly believed that school attendance was the most important factor in educational equity and implemented the steps necessary to re-engage students in a timely and purposeful manner. When FLDUSD students miss more than three school days or 60 percent of the instructional days in a week, the district activated the tiered approach to re-engagement that includes verifying access to devices and connectivity, updating contact information, notifying parents or guardians of absences, and having a plan for outreach to determine pupil needs—including connection with healthcare providers, mental health, and social services as necessary. Central to outreach and school-to-home contact was to accurately determine what is causing the lack of pupil participation and engagement. Causal factors were identified, including whether or not the instruction being offered isn’t engaging, deleterious domestic issues existed, illness in the family, or the family is struggling to find employment and maintain stable housing. District staff identified these causes in order to determine different actions by the district. Additional staff members assigned to outreach utilized the available contact methods of phone calls, letters, and home visits. Front office staff was also been augmented by reassigned district staff for the purpose of locating students and updating contact information in the student information system. A new School Resource Officer (SRO) accompanied site personnel responsible for attendance and social services referrals, and a Truancy Intervention Program (TIP) Officer was acquired through the Fresno County Juvenile Probation Department to further bolster the district's efforts for pupil engagement. This TIP Officer was a long-time member of the district SARB team and is well aware of the families with chronic absenteeism history well before the COVID-19 shutdown. Those families are already identified and are receiving the supports needed (academic, mental health, and social services). Additional mental health clinicians were also acquired for outreach to children due to isolation, trauma, and mental health issues manifested both before and during the COVID-19 closures.

A written plan for tiered re-engagement of pupils missing three or more days per week was developed based on a model recently developed by Attendance Works. Accurate, actionable, and available data on attendance and absenteeism was used to inform a multi-tiered approach in response to absenteeism that puts in place conditions that motivate and support student attendance and participation. The idea behind a multi-tiered approach is that the majority of students will respond to school-wide strategies for improving attendance and engagement (known as Tier 1 supports) but that these strategies won’t be sufficient for all students. Some students required more personalized support (Tier 2) and an even smaller number needed more intensive measures (Tier 3) taken on their behalf to re-engage them with school. The FLDUSD tiered re-engagement plan identified all staff who are a part of the outreach team, including the attendance clerks, community liaisons, Director of Administrative Services (who is also the SARB Chairperson), central enrollment clerk, health techs and district LVNs, a Licensed Marriage and Family Therapist, outreach specialists, school counselors, and administration. All of these described efforts for pupil and family engagement appeared to be successful and were shown through locally-derived data to maintain continuity of instruction and services. Disaggregated data for unduplicated pupils showed similar success. Absenteeism was slightly over 3% lower compared with non-pandemic instructional years and overall GPAs for school sites were only slightly depressed (less than 1 grade point overall on a 4-point scale). A challenge for the district's efforts for

student engagement (as already mentioned previously in this LCP review) was the initial difficulty in locating many students after the summer 2020 break. Family location and student contact efforts were successful overall, although it became apparent that some families moved to different communities while still maintaining some ties within Firebaugh (which caused some confusion). If students were confirmed to have a new residence outside of Firebaugh, the district of their new area of attendance would be notified in order to comply with EC 48260-49266 (compulsory attendance statutes).

Analysis of School Nutrition

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

Firebaugh-Las Deltas Unified School District experienced great success with the monumental task of distributing food to students and their families at the very outset of the shutdown and quarantine during the week of March 16, 2020, and continued non-stop into the spring of 2021. On March 18, 2020, the federal government enacted the COVID-19 Child Nutrition Response Act. This law modifies USDA food assistance and nutrition programs to allow certain waivers to requirements for all federal Child Nutrition Programs (CNP) of which FLDUSD participates in, including National School Lunch Program (NSLP), School Breakfast Program (SBP), Child and Adult Care Food Program (CACFP), and Summer Seamless Option (SSO). Waivers eventually allowed parents to obtain meals without the children being present, Fresh Fruits and Vegetables Program (FFVP) snacks, and “offer vs. serve” options for non-elementary school students. When schools opened for the 2020-2021 School Year, Food Services were required to operate under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) guidelines. This meant that schools needed to count and claim meals based on student eligibility, unless operating one of the provisions. Free and Reduced-Price Meal applications will need to be completed if a school is not on a provision. All meals claimed will be either be under the NSLP and or SBP in the Child Nutrition Information and Payment System (CNIPS). In addition, Food Services will follow the NSLP and SBP meal patterns. However, on September 1, 2020, the district received another waiver and was once again able to distribute five days worth of meals, on two specific days (at three locations) to all children aged 0-18 regardless of their enrollment status. A meal distribution calendar and menu was distributed out into the community in English and in Spanish.

The primary challenge for providing school nutrition services noted during the pandemic was the lack of food services worker during the initial shelter-in-place, stay-at-home order during the late spring/early summer months of 2020. Other staff members working in non-food services assignments within the district were given the option to volunteer working in that capacity (food preparation, packaging, staging for delivery, transporting meals to the three designated sites in the community, and distributing the meals to residents as they drove through the food pick-up zones). Other site staff, site administrators, and district office administrators, including the superintendent, volunteered their time and risked exposure to the coronavirus in order to maintain the flow of meals to students and staff.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	<p>The district determined that aside from carefully monitoring student attendance, school-to-home communication needed to occur in a more timely and regular fashion, particularly for unduplicated pupils. The Chronic Absenteeism Rate indicator on the California School Dashboard consistently shows that unduplicated pupil groups such as homeless, foster, EL, and other numerically-significant subgroups have a higher incidence of truancy and chronic absenteeism statewide. It is also known that good attendance is the biggest causal factor in obtaining academic equity. The district purchased Attention2Attendance (School Innovations and Achievement) for monitoring attendance, mailing 1st, 2nd, and 3rd truancy letters, and providing informational and supportive literature to parents and students explaining why participation in the educational process is so important. It is expected that this service will assist the district attendance team for a more systematic, comprehensive outreach, and student participation monitoring. The result will be to lower the absentee rate for the unduplicated students.</p>	\$23,500	\$23,500	Yes
Pupil Engagement and Outreach	<p>The district realized that outreach would become more important during distance learning if students failed to participate in instruction. During the COVID-19 crisis, many families were displaced and contact information became incomplete. This was especially pronounced with the district's</p>	\$8,498.50	\$8,499	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>unduplicated pupil populations. The district decided to enter into a Memorandum of Understanding with the Fresno County Juvenile Probation Department to acquire a Deputy Juvenile Probation Officer to serve as the Truancy Intervention Program (TIP) officer and assist school site attendance supervisors for Tier 3 re-engagement. The expected outcome of the plan is to locate displaced parents and families, use a TIP officer is to ensure all students (especially unduplicated pupils) engage in the learning process, mitigate learning loss due to poor attendance, and maintain grade-level performance of unduplicated students.</p>			
<p>Distance Learning Program (Access to Devices and Connectivity)</p>	<p>Our unduplicated student population have the least access to high speed internet connections. FLDUSD was committed to achieving the goal of having 100% of students being able to connect to their teachers' lessons every day, especially for the high-needs students comprising the unduplicated pupil groups. However, the district realized that a 5G signal does not cover the entire attendance area of the district and some rural housing areas cannot connect to the Internet. If it is determined 5G hotspots from any of the three providers (T-Mobile, Verizon, and ATT) do not allow for connectivity in the most isolated, rural locations within the district, then an alternate form of internet access will be used. This may include a service provider that broadcasts an internet signal to a small radio and antenna at the student's house and is configured to the router for maximum signal strength. The expected result is that all students will have equitable access to the instructional</p>	<p>\$800.00</p>	<p>\$800</p>	<p>Yes</p>

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	program through distance learning, including unduplicated pupils. The formula description for both budgeted funds and actual expenditures is \$80 x 10 students for a total of \$800.			

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

Upon completion of the Learning Continuity and Attendance Plan, completed and full knowledge or understanding of the needs of students required the district's budget to be adjusted as necessary to meet the actions and services for student needs.

Overall Analysis

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

Actions described in the Learning Continuity and Attendance Plan were implemented and were determined to be successful and as a result, will continue to be implemented as described in the 2021-2024 LCAP. Examples include a robust attendance monitoring system and tiered re-engagement intervention plan, distance learning options including community learning hubs, expanded mental health services, and strategies used to discern and address pupil learning loss and the methods incorporated to accelerate learning, especially in our most vulnerable students. Metrics will be updated and services will be improved to the extent possible..

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

Students will continue to be assessed using curriculum-embedded summative assessments and other local indicators and will provide data showing student growth and areas for remediation and intervention. State CAASPP data, upon resumption of state testing, will provide further information regarding pupil learning loss and for other actions and services listed in Goal #1 of the LCAP.

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

Substantive actions and services identified as contributing towards meeting the increased or improved services requirement was based on budget revisions and adjustments needed during distance learning-only services.

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

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

Goal 1- Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP). Actions and Services were expected to be effective as evidenced by the locally-derived performance indicators throughout the school year up until the March 2020 shutdown of schools due to the pandemic. The performance of our unduplicated students was investigated and monitored. State Priority Areas related to conditions of learning and pupil outcomes needed to be adjusted due to the shutdown and were restructured and redefined in the Learning Continuity and Attendance Plan (LCP). There was no available state data relating to pupil academic achievement for the 2019-2020 school year due to the suspension of state testing and locally-derived data obtained through curriculum-embedded summative assessments reflected a partial. Stakeholder input solicited during the shutdown and during the development of the LCP yielded concerns with conditions of learning (distance learning only) and the level of engagement using a virtual learning platform that would be substantially similar to in-person direct instruction. These stakeholder concerns were valid and addressed by students' teachers and administration throughout the course of the 2020-2021 school year as the new virtual systems became more refined and efficient and are expected to become corrected when full-time in-person instruction begins after county and state health authorities lift the restrictions that limited regular classroom instruction.

Goal 2 - English Learner Progress will improve. The unduplicated pupils, especially the English Language Learners (ELL) according to locally-derived curriculum-embedded summative assessments scored lower in Math and English Language Arts than non ELL pupils. The distance learning-only instructional format during the latter portion of the 2019-2020 school year as well for most of the 2020-2021 school year prevented the degree of intensive integrated EL strategies for core instruction, designated EL instruction, and the integration of ELD standards to the level that was implemented during full-day in-person instruction. Academic progress for unduplicated pupils did, however show marked improvement over successive assessment events throughout the 2020-2021 school in all grade spans. ELPAC testing, although not completed during the 2019-2020 school year because of the school closures, showed improvement compared to baseline data, but not for all grade spans due to the incompleteness of testing and partial data used to compare definitive progress. Our expectation is that providing coaching and support for all teachers beginning with the implementation of hybrid instruction schedules, and an eventual return to full-time instruction will result in increased/improved EL, low income, and foster youth performance on the ELPAC, ELA and math scores. Overall student performance is also expected to improve because of the additional staff, supplemental instructional materials, apps, and professional development acquired during the 2020-2021 school year. Learning loss, as determined through diagnostic testing, will also be addressed using Expanded Learning Opportunities Grant Plan funding for extended tutorials after school, intersessional programs, community learning hubs, and Saturday School offerings.

Goal 3 - Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions. The unduplicated student populations are the most at risk and have the lowest attendance, highest suspension, expulsion, and dropout

rates. Although suspension and expulsion rates fell to near zero prior to (and especially after) the shutdown of all campuses and in-person instruction, the 2020-2021 LCP articulated the need for improved student connectedness to school and increased parent engagement levels. Mental health services were expanded and referral methods were integrated into distance learning opportunities where teachers would identify students for screening due to their affect online or other behavioral cues that would be identified in a risk assessment matrix. Opportunities for Positive Behavioral Interventions and Supports recognitions and rewards were limited, as were Student Assistance Programs (SAP) at each site for student involvement. Attendance, as defined as "engagement and participation" during the distance learning-only periods of instruction was down only slightly (3%) from previous district averages and there did not appear to be a significant gap between unduplicated pupils and students overall. All district students were provided devices and connectivity for equitable access to instruction that was substantially similar to in-person instruction to the extent possible. SARB team members from all school sites continued to monitor chronic absenteeism trends with their students and used the tiered re-engagement protocols refined during the development of the LCP. The district also partnered with SI&A and purchased the Attention2Attendance program that monitored student absences, automatically mailed letters home in their primary language, and included age-appropriate promotional flyers with attendance tips and information provided by AttendanceWorks. Remediation efforts for chronic absenteeism (10% or more days missed of the number of day enrolled) transitioned to restorative practices as opposed to the previous tiered prosecutorial approach. Multi-Tiered System of Supports teams at each school site maintained their level of students support by implementing SEL curriculum daily during instruction time.

Goal 4 - All students will graduate college and career ready. The latest comparable date available from the California School Dashboard showed a tremendous improvement in the College and Career preparedness indicator. The district was in the red color band in 2018 with only 33.9% of graduates prepared, compared to improving to green status in 2019 with 53.9% of graduates prepared. Available state data for 2020 for the College/Career indicator showed only a slight decrease of 1.3% overall (52.3%). Unduplicated pupils still show an attainment gap with 46.6% of low-income students attaining the college/career preparedness designation, and only 17.9% of ELs attaining that same metric. Longitudinally, unduplicated pupils underperform the overall percentages of college and career readiness as define by the state indicator and programs such as the California College Guidance Initiative (CCGI) connecting all students and parents for post-secondary planning and transition are showing improvements with the numbers/percentages of students served. All graduating seniors on track for graduation prior to the March 2020 shutdown were held harmless for credits and graduation status and those students needing to make up credits in order to meet minimum graduation requirements were able to access services necessary to meet the diploma criteria. FAFSA and other financial aid activities were provided by counselors from the comprehensive high school, along with virtual conference and tours of the colleges that district seniors applied for.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Firebaugh-Las Deltas Unified School District	Roy Mendiola, Ed.D. Superintendent Designate	rmendiola@fldusd.org (559) 659-1476 Ext. 1304

Plan Summary [2021-22]

General Information

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

The Firebaugh-Las Deltas Unified School District (FLDUSD) located within the City of Firebaugh is in Fresno County, approximately 43 miles west of the City of Fresno and 18 miles east of Interstate 5, the main north-south link between San Francisco and Los Angeles. Firebaugh has a population of 8,300 residents (Source: US Census Bureau) and its economy is primarily agriculture-based. FLDUSD is a small rural K-12 school district that serves as the hub of the community for various school and community events. FLDUSD serves a TK-12 student population of 2,178 students (CDE 2020 Dashboard report). Socio-economically disadvantaged students account for 90.9% of the district enrollment (California Dashboard, 2020 report). The percentage of students in the district designated as English Learners as reported in the 2020 Dashboard is 34.6%. Approximately, 35.7% of the students are designated as Reclassified Fluent English Proficient (RFEP) (n=778) (CDE Dataquest, 2021). Ninety-six percent (96.3%) of the 2,178 students are Hispanic (n=2,097) and three percent (3.2%) (n=70) are white. The rest of the student population, which is less than 1%, are African American (n=1); Asian (n=5) and Pacific Islander (n=4) (Dataquest: Enrollment by Ethnicity for 2020-2021). FLDUSD has a preschool program that is adjacent to the Hazel E. Bailey campus that serves students Kindergarten through 2nd grade; Arthur E. Mills Intermediate serves 3rd through 5th grade students; Firebaugh Middle School serves 6th through 8th grade students and Firebaugh High School serves 9th through 12th grade students. Additionally, three programs at the Firebaugh Alternative and Community Education (FACE) center serve the community. El Puente High School (continuation) serves 9th - 12th grade students aged 16 – 18 that require a smaller, more personal school experience. The Firebaugh Community Day School serves students that are transferred from the regular education program for serious and compelling personal or disciplinary issues. FACE also houses the Firebaugh Adult Education program that provides English as a Second Language (ESL Civic Participation, Citizenship Preparation) and a High School Diploma Program classes for adults, offering morning and evening sessions.

Reflections: Successes

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

1. Graduation Rates from the 2020 CA School Dashboard showed "All Students" (96.4%) and all subgroups in the Blue except for the English Learners subgroup which were in the Green (92.2%).
2. The College/Career Indicator improved from Red (33.1% Prepared) on 2018 to Green (53.9% Prepared) on the 2020 Dashboard.
3. Suspension rates for all students that were suspended at least once improved from Orange (2018) to Yellow (2019).
4. FLDUSD's districtwide "Music initiative" continues to be a student, staff and community favorite with students competing at local, state and national levels and winning various awards. Districtwide growth over seven years show that the number of students participating in music went from 419 students in 2012-13 to 1,155 in 2018-19.
5. FLDUSD identified 5 instructional areas of focus for 2019-20 that will forward the implementation of the district's progress towards realizing LCAP goals and movement towards the Green on the Dashboard:
 - (a) ELA - progress towards meeting grade level standards
 - (b) English Language Proficiency - Integrated, Designates, Reclassification
 - (c) Mathematics - progress towards meeting grade level standards
 - (d) Special Education Students - progress toward meeting grade level standards
 - (e) Social Emotional Learning
6. CAASPP ELA Overall Performance and Growth: No state testing occurred in the spring of 2020 due to the COVID-19 pandemic shutdown.
7. CAASPP Math Overall Performance and Growth: No state testing occurred in the spring of 2020 due to the COVID-19 pandemic shutdown.
8. The most recent California Healthy Kids Survey (CHKS) agree and strongly agree results showed that 85% of the parents surveyed feel that the school/District encourages parents to be an active partner with the school in educating their children (A4.1); 87% reported that the school keeps parents well informed about school activities (A4.3); and 83% reported that teachers communicate with parents about what students are expected to learn in class (A4.3).

9. CHKS student results report high levels of Connectedness by grade level as shown: (5th, 99%) (7th, 92%;) (9th, 94%) (11th, 90%).

10. No school sites within the Firebaugh-Las Deltas Unified School District have been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA)

Reflections: Identified Need

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

The District is working closely with the high school administrative team and the counseling department to review and make corrections when appropriate, to include but is not limited to course code, CTE sequence and pathway adjustments. The District is also working with middle school and high school administrators to develop a college and career pathway (6th-12th grades) through the California College Guidance Initiative (CCGI). Data to identify the lowest performing students is also being monitored more closely in order to provide these students with the necessary supports to be successful. In addition, the Suspension Rate for All Students improved, but was still in the Orange. The District is working closely with the secondary level sites to identify the impacted population and the reason for the suspensions in order provide the necessary supports to move towards the Yellow. The district is moving towards a process of non-exclusionary restorative practices in dealing with behavioral issues instead of relying solely on suspensions. There are no areas on the CA School Dashboard where the LEA received a "Not Met" rating on the local indicators report.

LCAP Highlights

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

Through analysis of our locally-derived data (state data is very limited from the preceding year due to the COVID-19 shutdown in the spring of 2020 and the resultant cancellation of state testing) and with input from staff and stakeholders, we identified and continue to focus on four overarching goals that help us achieve our vision and mission as stated below:

Vision Statement: The Firebaugh-Las Deltas Unified School District will be a high performing district that inspires all students, ensuring that they will be responsible citizens and competitive in today's world.

Mission Statement: To provide an environment that maximizes student learning and high levels of Academic Achievement

Key Strategy: To ensure high levels of academic achievement for all students, Firebaugh-Las Deltas Unified School District will thoroughly and consistently implement a high-quality, aligned instructional program that clearly defines rigorous grade level standards and resources and uses: research based instructional strategies, common assessments, data-driven decision making, aligned professional development, and additional time and support for students who are not demonstrating mastery.

Key Message: All Children Have Instructional Excellence Verified Everyday (ACHIEVE).

The annual review process is used to align all actions and services with our LCAP goals which are as follows:

GOAL 1: Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP)

GOAL 2: The English Learner reclassification, proficient or advanced rates in ELA and mathematics, will improve.

GOAL 3: Provide a safe school environment with timely, appropriate, supportive academic and behavioral interventions.

GOAL 4: All students will graduate college and career ready

The following key features from the 2018-19 LCAP (the last available year of complete data from which to use as a baseline) which included a district focus on sustaining the improved and increased services will remain key features for 2021-2022:

- Continue to sustain extended school day (7 hours in 2014-15 to 7.25 hours in 2015-16) and (7.25 hours in 2015-16 to 7.5 hours for the 2016-17 to the present). Sustain the increase in instructional time to support the unduplicated pupils and the increase in collaboration time for teachers including costs associated with the increase of the duty day.
- Continue to acknowledge the teacher shortage crisis especially for hard to fill areas, math, science and SPED and rural school districts and sustain district efforts to recruit and retain teachers; i.e. continue to grow our own teachers by recruiting locally.
- Continue to sustain instructional coaches to support new teachers.
- Continue to sustain and increase technology and technology support for students and staff (including Distance Learning if that instructional format remains a limited option post-pandemic).
- Continue to sustain the Positive Behavioral Intervention & Supports (PBIS), the district wide implementation of a Multi-Tiered System of Support (MTSS), and the use of restorative practices instead of suspensions to minimize lost instruction time and other exclusionary practices.
- Continue to sustain the expanded Mental Health Services with an increase in drug and alcohol abuse prevention counseling.

- Continue to sustain the expanded elective options for unduplicated students. One of the most successful examples of increasing and improving services was expanding the music and culinary arts programs (see Greatest Progress).

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.

N/A - FLDUSD does not have any school sites that meet the CSI criteria.

Support for Identified Schools

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

N/A - FLDUSD does not have any school sites that meet the CSI criteria.

Monitoring and Evaluating Effectiveness

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

N/A - FLDUSD does not have any school sites that meet the CSI criteria.

Stakeholder Engagement

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

In spite of the COVID-19 restrictions throughout California and of the resultant loss of traditional venues and meeting methods for stakeholder engagement events, the Firebaugh-Las Deltas Unified School District (FLDUSD) continued to use a wide variety of virtual methods and other means of communication to create authentic opportunities to maximize meaningful and collaborative input from all stakeholders. School sites across the district held many stakeholder events which included 4 School Site Council/ELAC Meetings (typically in October, January/February, March/April, then a final meeting in May of 2021). Since SSC meetings are now combined with the site's ELAC, the needs of English learners are also addressed and enumerated in all agendas. Meetings with teachers occurred monthly during whole-group Professional Learning Community sessions where needs of students (especially high-risk and unduplicated students) were discussed and focused on overcoming barriers to continuous instruction and services. Students were engaged in the process through numerous surveys and virtual meeting opportunities. ELPAC meetings were also held virtually 4 times throughout the school year (two in the fall of 2020 and two in the spring of 2021) and focal topics for parents included daily participation, access to behavioral health services, pupil mentoring, and an expanded summer program to address learning loss. These topics presented by the English Learner Parent Advisory Committee represented to bulk of their input as a stakeholder group. Stakeholder engagement communication, which also included topics related to unduplicated pupils, was also solicited using surveys (fall and spring), phone contact, and virtual meeting opportunities were used such as public hearings and a Saturday session (April 17, 2021) were scheduled as part of an annual Migrant Mini-Conference creating a weekend opportunity for parents and community members to participate in an LCAP Annual Update presentation. Support providers from the LEA, preschool program, representatives from immigration organizations, and parents attended the Mini Conference and provided input. In addition, District personnel, Board Members and site level certificated and classified staff attended this event and others during the 2020-2021 school year. Additional stakeholder input was noted within each site's School Plan for Student Achievement (SPSA). DELAC Meetings were held 4 times during the 2020-2021 school year (July, October, May, and June, 2021). The LCAP presentation was made by the Superintendent Designate at the May 27, 2021 meeting and feedback was solicited. A final version of the 2021-2024 LCAP was submitted at the June, 2021 DELAC meeting and revision was made prior to the July 1, 2021 LCAP county office submission requirement. The district's SELPA representative provided input regarding the needs of disabled students, students with 504 Accommodation Plans, foster youth, as well as for mental health and social/emotional learning opportunities for this unique population of learners and their families. A district task force was assembled and met weekly throughout the late summer and early fall to address the needs of students during the pandemic, especially for students with unique learning needs. This task force also included leadership from both the classified and certificated associations. The district SELPA administrator kept a focus on students with disabilities and suggestions were implemented to accommodate their needs (instructional, behavioral, and IEP services/related services). Almost all students with disabilities in the district are unduplicated pupils. Additionally, two public hearings were held to solicit comments and suggestions for the 2021-2024 LCAP at the May 13, 2021, and the May, 20, 2021 FLDUSD Board of Trustees meetings. There was a comment period of 10 days each prior to each formal public hearing. During the public comment window, no questions from the Parent Advisory Committees were asked and thus no written responses were necessary from the superintendent. The final Board adoption occurred on May 20, 2021.

A summary of the feedback provided by specific stakeholder groups.

Although feedback from stakeholder groups tended to focus on the difficult aspects of distance learning during the pandemic, concerns regarding student support services were realized, and included access to behavioral health clinicians for counseling and treatment, increased English Language Development programs at all school sites, and support services related to college and career readiness and post-secondary transition. The primary areas of concern from the DELAC members were related to pupil learning loss/extended learning opportunities, and access to mental health services. Those two areas of concern from DELAC members (also echoed by members of other stakeholder groups) would eventually be articulated and addressed in the four major goals of the present LCAP and strategically addressed in the "contributing" Actions contained in those four major LCAP goals. Other areas of feedback included after school, Saturday sessions, and other extended learning opportunities to help mitigate learning loss, both academically and in language acquisition. These concerns, offered as feedback from individuals from the various stakeholder groups, contained common themes, and provided direction for the creation of the present LCAP.

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

The notion of additional funding to address specific identified needs of unduplicated pupils (low-income, English Learners and foster youth) is a priority area realized from stakeholder input as well as the transparency and connectedness between the district and community. Comprehensive strategic planning was based upon identified needs within the stakeholder community especially those that are unique to the district. Examples include continued equitable access to instructional services and language acquisition through direct instruction, specific services for students with exceptional needs, access to mental health services, social and emotional needs, and mitigating learning loss through extended learning opportunities. The administrator connected to the county SELPA was influential at maintaining in-person instruction and continuity of services throughout the year and created a model for future maintenance-of-effort pertaining to students with unique learning needs.

Goals and Actions

Goal

Goal #	Description
1	Pupil academic achievement will improve for all subgroups in ELA and mathematics as measured by the California Assessment of Student Progress and Performance (CAASPP)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students, including unduplicated pupils, will improve each year in acquiring grade-level proficiency of state curriculum standards in ELA and math as measured by state and local data. LEA staff and stakeholder engagement will direct the methods used to implement the academic and behavioral supports, and additional student services, required for sustained measurable academic improvement in ELA and mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) State Standardized Assessments as measured by ELA CAASPP scores	(1) 2018-2019 CA Dashboard Student Subgroup Report for ELA for All Subgroups (Spring 2019, % Meets/exceeds Standard) All Students: 51% EL Students: 12.81% SED Students: 39.19%				(2% growth each year for 3 years) All Students = 57.1% EL Students = 18.81% SED Students = 45.19% SWDs = 22.35% Hispanic Students = 46.81% White Students = 71.64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWDs: 16.35% Hispanic Students: 40.81% White Students: 65.64%				
(2) State Standardized Assessments as measured by Math CAASPP scores	(2) 2018-2019 CA Dashboard Student Subgroup Report for MATH for All Subgroups (Spring 2019, % Meets/Exceeds Standard) <ul style="list-style-type: none"> % Meets/exceeds standard All Students: 39.73% EL Students: 12.58% SED Students: 27.48% SWDs : 12.61% Hispanic Students: 28.05% White Students: 54.23%				(2% growth each year for 3 years) All Students = 45.73% EL Students = 18.58% SED Students = % SWDs = 18.61% Hispanic Students = 34.05% White Students = 60.23%
(3) Properly Credentialed teachers with no misassignments nor vacancies as	(3) 2020-2021: 100% Credentialed Teachers with no				100% Credentialed Teachers with no misassignments or vacancies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by Credentials or SARC review	misassignments or vacancies				
(4) Sufficient core instructional materials as measured by annual board resolution of ‘Sufficiency of Instructional Materials’ (Williams Report) or SARC review	(4) 2020-2021: School board adoption of “sufficiency of “Instructional Materials” resolution				2023-2024: School board adoption of “sufficiency of Instructional Materials” resolution
(5) Facilities Maintained as measured by annual FITs or SARC review	(5) 2020-2021 All (100%) site FITs scored “good” or higher				100% site FITs scored “good” or higher
(6) State Standards Implemented as measured by either 1) Narrative Summary or 2) State Reflection Tool	(6) For 2020-2021: 100% Teachers will participate in the PD provided by the LEA 2020-2021: Baseline will be set and reported out in annual update				100% Teachers will participate in the PD provided by the LEA
(7) EL access to state standards/ELD standards as measured by either 1) Narrative Summary or 2) State Reflection Tool (might be	(7) For 2020-2021: 100% Teachers will participate in the PD provided by the LEA				Full Implementation and sustainability level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
included with tool used above)	2020-2021: Baseline will be set and reported out in annual update - Initial Implementation				
(8) Access to a broad course of study as measured by review of teacher and/or master schedules	(8) 2020-2021: 100% access to a broad course of study at all school sites				100% access to a broad course of study at all school sites

Actions

Action #	Title	Description	Total Funds	Contributing
1	District Infrastructure	District infrastructure operates efficiently and effectively (all required staffing, services and programs).	\$25,363,543.00	No
2	Academic performance of unduplicated students	<p>Actions and services that will be implemented will continue to be principally directed toward meeting the needs of our unduplicated students as outlined below and will be reviewed and updated annually as appropriate; based on the review of data:</p> <p>A) The academic performance of our unduplicated students on the CA Schools Dashboard will be investigated and compared with the previous year which revealed that the ELA indicator was Green for All Students; Green for Hispanic students; Yellow for Socially Economically Disadvantaged students and our English Learners. Our lowest performing students on the ELA indicator were our SWDs and our White Students; both subgroups were in the Orange. The investigation of the academic performance of our unduplicated students on the CA Schools Dashboard revealed that student</p>	\$5,462,968.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>performance on the Mathematics State Indicators for All Students, ELs, Hispanic, SED and our White Students was in the Yellow category. Our lowest performing subgroup on the math indicator was our SWDs with an Orange indicator. The data presented illustrated opportunities for growth given the goal of having all unduplicated students performing minimally at the Green level on the academic indicators (ELA and Math). These academic needs will be met through a variety of actions and services listed below that will provide academic remediation and acceleration as well as expanded learning opportunities. FLDUSD will continue to sustain the following supplemental academic supportive actions and services for our unduplicated students:</p> <ul style="list-style-type: none"> • Academic enrichment during and after school • Credit recovery opportunities • Summer school opportunities • VAPA pathways • Certificated Tutor support • Preschool <p>Personnel added during prior years to maintain increased, improved and expanded services, facilities and programs (Utility Workers) Providing a cohesive and balanced approach to meeting both academic and expanded learning needs to accelerate student learning will meet the identified needs and increase/accelerate student achievement. This action has been effective in increasing most student group math and ELA CAASPP performance from 2017 to 2019 when measuring distance from standard for all students and student groups.</p>		
3	Decrease suspension rate for unduplicated pupils	B) Investigation of the performance of our unduplicated students on the CA Schools Dashboard revealed that the performance on the Suspension Rate Indicator for All Students was Orange. The suspension indicator remained unchanged at Yellow for students with disabilities and English Learners. However, our SED and Hispanic	\$361,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student subgroups were in the Orange.</p> <p>Given the goal of having the unduplicated students performing minimally at the Green level, these data illustrated opportunities for growth. In order to address this need, FLDUSD will continue to sustain the following actions, which were principally directed toward our unduplicated students and will continue to be related to supplemental student social-emotional/health supportive services for students:</p> <ul style="list-style-type: none"> • Mental health counseling services and health services (LVN) <p>We will continue to implement these services because data collected to date indicated that we in most cases showed positive change on the CA Schools Dashboard indicators.</p>		
4	Refined instruction and increased student engagement	<p>C) Investigation of the performance of our unduplicated students on the CA Schools Dashboard revealed that the English Learner Indicator improved from Orange to Green during prior years when the previous CELDT was used. Four-year longitudinal data from the ELPAC will continue to be monitored. Given a goal of having the unduplicated students performing minimally at the Green level, the data that was reviewed illustrated growth with respect to refined instruction and increased student engagement. In order to continue addressing student needs, FLDUSD will continue to implement the following actions which will continue to be principally directed toward our unduplicated students and will increase professional support for improved instruction:</p> <ul style="list-style-type: none"> • Increased technology support • Increased academic coaching support <p>We will continue implementation of these services because data collected to date indicated that we are, in most cases, showing</p>	\$598,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positive change on these indicators on the CA Schools Dashboard.		
5	Expanded learning time for unduplicated and high-risk students	<p>D) The CA Schools Dashboard revealed that the All Student group performance for ELA improved from Yellow to Green. The Math indicator for "All Students" showed improvement within the Yellow category. However, the Students with Disabilities subgroup in ELA and Math showed an indicator of Orange. Additionally, the English Learner Indicator, in the past, showed improvement from Orange to Green when the CELDT was administered. A re-established ELPAC baseline is being used and new targets will be set and shown on the CA School Dashboard. Given the goal of having all unduplicated students performing minimally at the Green level, these data acknowledge progress and improvement.</p> <ul style="list-style-type: none"> In order to continue addressing this need, FLDUSD will continue to sustain the increased service of an additional 30 minutes of instructional time daily. FLDUSD will continue to sustain the increased service of an additional 30 minutes of instructional time daily. <p>This action will remain principally directed toward the unduplicated students with the intention that additional time will provide more opportunities for teachers to differentiate instruction and will provide more individualized support for our most at-risk students. This action will continue to provide increased student/teacher instructional contact time and will support the district's goal of improving academic outcomes for the unduplicated students as measured by the CAASPP Math, ELA and ELPAC assessments.</p>	\$1,980,652.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	English Learner Progress will improve

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all English learner (EL) students have equitable opportunity and access to high quality instruction in designated-then-integrated instructional settings, particularly in English Language Arts and Mathematics. The district has 34.6% of its enrollment classified and English learners (CDE 2019-2020 Data Reporting Office). Additionally, the goal was developed to close the achievement gap that exists between EL students and their native English-speaking peers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Annual Assessment Results	Source: DataQuest For 2018-2019: ELPAC Annual Assessment Results show: The percentage of EL students making progress according to ELPAC data is 54.1% (Spring 2019)				ELPAC Annual Assessment Results - Increase Proficiency 1% per year The percentage of EL students making progress according to ELPAC data will be 57.1% (Spring 2024)
EL Reclassification as measured by prior year percentage of students reclassified as English Language Proficient	Source CDE Data Quest 2019-2020: Annual Reclassification				EL Reclassification rate - Annual Reclassification (RFEP) Counts and Rates; Decrease EL%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(RFEP) Counts and Rates; Decrease EL% by 1%; Increase RFEP students by 1%</p> <p>English Learners: District: 774 (34.6%)</p> <p>Fluent English Proficient Students: District: 788 (35.2%)</p> <p>Students Reclassified: District: 141 (16.0%)</p>				<p>by 1%; Increase RFEP students by 1%</p> <p>English Learners: District: (33.6%)</p> <p>Fluent English Proficient Students: District: (38.2%)</p> <p>Students Reclassified: District: (19.0%)</p>
Improve/Decrease "At Risk" and Long Term English Learners (LTEL)	<p>Improve/Decrease "At Risk" and Long Term English Learners (LTEL) Rates</p> <p>Source CDE DataQuest: 2019-2020 "At Risk" and Long Term English Learners (LTEL) (with School Data) Report</p> <p>District Enrollment = 2,240</p>				<p>Improve/Decrease "At Risk" and Long Term English Learners (LTEL) decrease 1% each year</p> <p>EL 0-3 Years = (14.2%)</p> <p>At Risk 4-5 Years = (Below 3%)</p> <p>LTEL 6+ Years = (Below 5%)</p> <p>EL 4+ Years Not At Risk or LTEL= (5.0%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL 0-3 Years = 385 (17.2%) At Risk 4-5 Years = 85 (3.8%) LTEL 6+ Years= 124 (5.53%) EL 4+ Years Not At Risk or LTEL= 180 (8.0%) RFEP = 772 (34.46%) Total (Ever-EL) = 1,546 (69%)				RFEP = (37.46%) Total (Ever-EL) = (66%)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development for all teachers using ELD strategies	Targeting for ELs only: All teachers will receive training and support (academic coach) to help staff implement: 1) cooperative groups to continue increasing in class opportunities for Els to speak and write in complete sentences; 2) support for the continued implementation of English Language Development (ELD) standards and Frameworks; and 3) support to help teachers with differentiated instructional design and strategies to include implementation and improvement of integrated and designated ELD. Individual learning plans will continue to be developed for Long Term English Learners.	\$234,648.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe school environment with timely, appropriate, supportive academic and behavior interventions.

An explanation of why the LEA has developed this goal.

The district recognizes that in order for all students to graduate college and career ready, the holistic development of all students must occur in an environment that is perceived to be safe, nurturing, and where social and emotional skills can develop. The district also recognizes that equitable opportunities and access to instructional and support services occur when the child is at school. The district's attendance theme is "Attendance=Achievement" acknowledging that the child must be in school to learn. Suspension and expulsions are exclusionary practices and the district has developed this goal to keep students in school and to provide the behavioral interventions and mental health services that are necessary.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Middle School Dropout as measured by formula in LCAP appendix	2019-2020 (CALPADS): 0%				Maintain current dropout rate at 0%
(2) High School Dropout as measured by formula in LCAP appendix	2019-2020 (CALPADS): 0.3%				Maintain current dropout rate at 0.3% or less
(3) Attendance	2019-2020 (Aeries Analytics): 96.78%				Overall attendance rate of 97.5% or higher
(4) Chronic Absenteeism as measured by %	2019-2020 (Aeries Analytics): 3.4%				Overall Chronic Absenteeism rate below 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with 10% or more absenteeism					
(5) Suspension rate	2018-2019 (DataQuest) 4.1%				Decrease suspension rate to 3.0% or lower
(6) Expulsion rate	2018-2019 (DataQuest): (n=4) 0.17%				Maintain an expulsion rate of > 0.17%
(7) School Climate Survey- % responses high levels for school connectedness	2019-2020 (CHKS - Elementary and Secondary Reports): K-5 = 68% 6-8 = 66% 9-12 = 48%				Increase elementary and secondary school connectedness percentage by 2% for each of the three years K-5 = 74% 6-8 = 72% 9-12 = 54%
(8) School Climate Survey- % responses feel very safe at school	2019-2020 (CHKS): K-5 = 77% 6-8 = 61% 9-12 = 53%				Increase elementary and secondary responses of feeling very safe at school by 2% for each of the three years K-5 = 83% 6-8 = 67% 9-12 = 59%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(9) Parental Engagement as measured by a summary of progress based on local measures.</p>	<p>2019-2020 (Local Measures): In-person parent engagement meetings were held quarterly until the onset of the pandemic. SSC and ELAC were held at each school virtually and a DELAC and DPAC at the district level</p> <p>Baseline will be set and reported out in the annual update and will include an increase of the number of stakeholders that complete the district climate survey, increase the number of stakeholders that attend</p> <p>the public LCAP forums, increase the percentage of parents that attend parent teacher conferences, increase the number of parents that participate in</p>				<p>Maintain a minimum frequency of one meeting per quarter each for SSC, ELAC, DLAC, and DPAC.</p> <p>All identified baseline measures set and reported out in the annual update will be increased by 6% (=2% each consecutive year for 3 years)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent Institute for Quality Education (PIQE), all at +6% (2% each consecutive year for 3 years)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reduce risk factors, provide MTSS supports for unduplicated students	<p>The unduplicated student population are the most at risk and have the lowest attendance, highest suspension, expulsion, and dropout rates.</p> <p>To address this need the District is building on the positive impact of the District-wide Positive Behavior Intervention Support (PBIS) initiative to include movement towards a Multi-Tiered System of Support (MTSS) with academic and behavior interventions that are principally directed to meet the needs of our unduplicated student population. Interventions and supports implemented included providing students with access to a student assistance program (SAP) at each school site; increasing access to drug and alcohol prevention counseling (middle and high school) and providing access to contracted third-party behavioral behavior clinicians to improve connectedness; decrease dropout rate; decrease absenteeism; decrease suspension and expulsion rates while maintaining the necessary staff to ensure that all students, staff and parents will have a clean, safe and secure school environment. The funding of a School Safety Officer will help ensure that the recognition and intervention of bullying that is sometimes directed towards students with unique needs will help remove any hostile or intimidating factors in the instructional or social environments that can create barriers to learning and social and emotional development, particularly among the unduplicated student population. It has been our experience that these</p>	\$219,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>actions are effective in meeting the needs of the at-risk student population.</p> <p>As result of implementing and expanding these actions to include exploring a stronger partnership with local law enforcement, we anticipate that school safety, student and parent connectedness will continue to improve; while dropout rates; absenteeism; suspension and expulsion rates of our unduplicated pupils will continue to decrease.</p>		
2	Increased parent engagement to increase student achievement	<p>The District wants to continue to sustain the increased and improved parent involvement initiatives implemented in prior years recognizing the positive correlation between parent engagement and student academic outcomes.</p> <p>In order to meet this need the District will provide materials/supplies; child-care, translators, and refreshments principally for parents of unduplicated pupils; specifically English Learners; to attend meetings and workshops to increase parental education and involvement opportunities. The District is also leveraging categorically funded resources to strengthen efforts to increase parent involvement and engagement.</p> <p>As a result, the district anticipates that parent involvement will increase and student achievement will improve especially for the unduplicated student population as a result of implementing these services and actions.</p>	\$66,174.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	All students will graduate college and career ready

An explanation of why the LEA has developed this goal.

The district has recognized that in order for all students to graduate from high school and be college and career ready, academic preparedness, strategic planning, goals setting, interest assessments, industry sector exposure/exploration, social and emotional skills development, and exposure to acquiring higher education and training is a systemwide progression from elementary grades through high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(1) Grade 11 CAASPP "English Language Arts" (Distance above or below standard met)	2018-2019 CA School Dashboard (Spring 2019 Report): "English Language Arts" (Grade 11) Increase 1% each year 46.9 points above standard				Grade 11 CAASPP "English Language Arts" (Distance above or below standard met) 53.83 (4.22 points increase above at 1% each year)
(2) Grade 11 CAASPP "Mathematics" (Distance above or below standard met)	2018-2019 CA School Dashboard (Spring 2019 Report): "Mathematics" (Grade 11)				Grade 11 CAASPP "Mathematics" (Distance above or below standard met)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Increase 2% each year</p> <p>109.4 points below standard</p>				102.84 (6.56 points decrease below at 2% each year)
(3) A-G Completion Rate	<p>FLDUSD A-G Completion Rate (FHS 12th Graders, 2019 - 2020 CALPADS)</p> <p>Increase 1% each year</p> <p>All Students: 9.5% (n=64)</p> <p>EL/LEP Students: 4.3% (n=1)</p> <p>Hispanic Students: 39.4% (n=61)</p> <p>SED Students: 38.9% (n=21)</p> <p>SPED Students: 0% (n=0)</p> <p>White Students: 50% (n=3)</p>				<p>A-G Completion Outcome</p> <p>All Students = 42.5%</p> <p>EL/LEP Students = 7.3%</p> <p>Hispanic Students = 42.4%</p> <p>SED Students = 41.9%</p> <p>SWD Students = 3%</p> <p>White Students = 53%</p>
(4) High School Graduation Rate	2019-2020 Maintain Graduation Rate at a minimum of 90% or higher for all student subgroups CA School				High School Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dashboard (Spring 2020 Report) - 1% increase</p> <p>All Students: 95.7% (n=161)</p> <p>EL= Students: 80.7% (n=31)</p> <p>Hispanic Students: 96.1% (n=155)</p> <p>SED Students: 95.7% (n=141)</p> <p>SWD Students: 78.6% (n=14)</p> <p>White Students: 100% (n=3)</p>				<p>All Students= 96% or higher</p> <p>EL Students= 83.7%</p> <p>Hispanics Students = 96% or higher</p> <p>SED Students = 96% or higher</p> <p>SWD Students = 81.6%</p> <p>White Students = 96% or higher</p>
(5) Advanced Placement: Pupils Scoring 3 or higher	<p>2019-2020 (DataQuest) Percent of student groups that Passed the AP Exam with a Score of 3 or Higher increased: increase by 1%</p> <p>All Students: 18.3%</p> <p>Hispanic Students: 16.5%</p> <p>White Students: 5.5%</p>				<p>Advanced Placement: Pupils Scoring 3 or higher</p> <p>All Students= 21.3%</p> <p>Hispanic Students = 19.5%</p> <p>White Students = 8%</p> <p>EL Students = 3%</p> <p>SED Students = 23.6%</p> <p>SWD Students = 3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL Students: 0% SED Students: 20.6% SWDs: 0%				
(6) Grade 11 Early Assessment Program College Readiness Results for ELA % pupils scoring "conditionally ready" and "ready" for ELA	2018-2019: Grade 11 EAP College Readiness Results for ELA (DataQuest): Increase by 1% All Students: 57.27% Hispanic Students: 48.27% White Students: 69.54% EL Students: 7.83% SED Students: 47.21% SWDs: 15.86%				Grade 11 Early Assessment Program College Readiness Results for ELA - Conditionally Ready and Ready All Students = 60.27% Hispanic Students = 51.27% White Students = 72.54% EL Students = 7.83% SED Students = 50.21% SWDs = 18.86%
(7) Grade 11 Early Assessment Program College Readiness Results for Math	2018-2019: Grade 11 EAP College Readiness Results for Math (DataQuest): Increase by 1%				Grade 11 Early Assessment Program College Readiness Results for Math - Conditionally Ready and Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent pupils scoring "conditionally ready" and "ready" for Math	<p>All Students: 32.24%</p> <p>Hispanic Students: 20.27%</p> <p>White Students: 44.6%</p> <p>EL Students: 5.01%</p> <p>SED Students: 49.6%</p> <p>SWDs: 7.1%</p>				<p>All Students = 35.24%</p> <p>Hispanic Students = 23.27%</p> <p>White Students = 47.6</p> <p>EL Students = 8.01%</p> <p>SED Students = 52.6%</p> <p>SWDs = 10.1%</p>
(8) Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway	<p>2019 Dashboard: Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway by Student Groups (CA Dashboard: College/Careers Measures, Reports and Data): Increase by 2%</p> <p>All Students: 30%</p> <p>Hispanic Students: 30.2%</p> <p>White Students: (Data suppressed - low numbers)</p>				<p>Percent of 4-Year Cohort that Completed at Least 1 CTE Pathway</p> <p>All Students = 36%</p> <p>Hispanic Students = 33.2%</p> <p>White Students = (Data suppressed - low numbers)</p> <p>EL Students = 20.9%</p> <p>SED Students = 79%</p> <p>SWDs = 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL Students: 17.9% SED Students: 76% SWDs: 82%				
(9) Other Pupil Outcomes: Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule	2020 Summer/Fall/Winter/Spring Increase by 2% each year 2020 Spring = 86 2020 Summer = 37 2020 Fall = 172				Increase and/or sustain dual enrollment participation as evidenced by a review of the Master Schedule and teacher schedule 2024 Spring - 91 2024 summer- 39 2024 Fall - 182
(10) CCI indicator "Percent Prepared" (CA School Dashboard)	Fall 2020 - Increase by 2% each year All Students: 52.2% Hispanic Students: 52.3% White Students: * EL Students: 17.9%				CCI indicator "Percent Prepared All Students = 58.2% Hispanic Students = 58.3% White Students = * EL Students = 23.9% SED Students = 55.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED Students: 49.6%</p> <p>SWDs: 7.1%</p> <p>An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons.</p>				<p>SWDs = 13.1%</p> <p>An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Sustain a high graduation rate of 96% or higher	<p>The District will sustain the high graduation rate (96% or higher) by providing access to academic supports and opportunities for the student population at-large.</p> <p>The District will direct the following actions to support the entire student population: course elective options, VAPA, CTE, concurrent/dual enrollment, counseling, tutorials, practice exams for AP, SAT, PSAT, ASVAB etc. These supplemental services will help all students meet: A-G requirements; AP course and EAP Exams.</p> <p>In addition, the District is working with the middle school, high school and alternative education high school on the development of a college and career readiness pathway through the California College Guidance Initiative (CCGI).</p>	\$1,090,844.00	No

Action #	Title	Description	Total Funds	Contributing
		District data will continue to ensure that these services and actions will continue to be effective in meeting the high graduation rate for all student populations.		
2	Increase unduplicated pupil access to VAPA programs/pathways	<p>There is a need to continue leveraging the strong positive correlation between VAPA opportunities and student academic achievement. Unfortunately, the District's unduplicated students, especially in a small rural community, have not enjoyed equitable access to VAPA, including co-curricular and extracurricular experiences, opportunities or the facilities that will engage all students while also allowing student talent to be showcased.</p> <p>Because of this barrier to VAPA equity and access for the unduplicated student population and the correlation between VAPA, including co-curricular, extra-curricular and athletic activities and academic achievement, the district continued to sustain and expand the VAPA pipeline districtwide while also ensuring that improvements to school facilities and grounds are given equal priority. New facilities for VAPA programs were made possible through the successful acquisition of the CTE Facilities Program grants and a new Performing Arts building for the Arts, Media and Entertainment (Sector), Production and Managerial Arts Pathway was completed and equipped. Aside from music and theatre arts performance, industry sector certifications for employment are now possible for arts and entertainment venues within the central valley region. The addition of these new facilities and industry-standard equipment, along with additional sections created within the master schedule, caused enrollments to greatly increase prior to the pandemic, especially among unduplicated pupils. These increases in enrollments in VAPA-related classes and pathway sequences is expected to continue after pandemic restrictions are lifted and students return for full-time, daily, in-person instruction. Co-curricular and extra-curricular activities related to VAPA is also expected to resume and exceed pre-pandemic levels.</p>	\$3,174,848.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The District will continue to direct these actions to the unduplicated student population which include supporting the growth of VAPA opportunities; specifically Music at all sites; more instruments and additional facility and campus maintenance, improvements and expansion that will provide access for students that are interested to continue participating in VAPA, co-curricular and extra-curricular experiences while making any necessary environmental adjustments and improvements to ensure that safety and the public appearance of each campus is attractive, welcoming and meets community expectations.</p> <p>The district will continue to maintain equity and balance across all disciplines. This includes academics, enrichment opportunities, and physical activity (including athletics). The primary focus will continue to be on the development of a VAPA pathway and any technology adjustments that will allow for a variety of VAPA courses as well as other electives, and will include facility and grounds improvements for all school programs to be properly maintained, supported and sustained.</p> <p>As a result of implementing these services, the District expects to see improvements in standardized test scores, attendance, and student engagement while sustaining the high graduation rate.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.94%	\$7,171,418

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

Required Descriptions

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

Using the calculation tool provided by the state, Firebaugh-Las Deltas Unified School District has calculated that it will receive \$7,171,418 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

- 1.2: Academic Performance of unduplicated students
- 1.3: Decrease suspension rate for unduplicated students
- 1.4 Refined instruction and increased student engagement
- 1.5 Expanded learning time for unduplicated and high risk students
- 2.1 Professional development for all teachers using ELD strategies
- 3.1 Reduce risk factors, provide MTSS supports for unduplicated students
- 3.2 Increased parent engagement to increase student achievement
- 4.2 Increase unduplicated pupil access to VAPA programs/pathways

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Firebaugh-Las Deltas Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan,

each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$7,171,418 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 36.94%. Our LEA has demonstrated that it has met the 36.94% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$25,255,650.00	\$5,770,528.00	\$1,601,609.00	\$5,925,628.00	\$38,553,415.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$27,237,500.00	\$11,315,915.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	District Infrastructure	\$17,304,688.00	\$4,908,748.00	\$942,732.00	\$2,207,375.00	\$25,363,543.00
1	2	English Learners Foster Youth Low Income	Academic performance of unduplicated students	\$3,678,244.00	\$673,677.00	\$558,203.00	\$552,844.00	\$5,462,968.00
1	3	English Learners Foster Youth Low Income	Decrease suspension rate for unduplicated pupils	\$338,616.00			\$23,250.00	\$361,866.00
1	4	English Learners Foster Youth Low Income	Refined instruction and increased student engagement	\$598,252.00				\$598,252.00
1	5	English Learners Foster Youth Low Income	Expanded learning time for unduplicated and high-risk students	\$1,740,227.00			\$240,425.00	\$1,980,652.00
2	1	English Learners	Professional development for all teachers using ELD strategies				\$234,648.00	\$234,648.00
3	1	English Learners Foster Youth Low Income	Reduce risk factors, provide MTSS supports for unduplicated students	\$219,620.00				\$219,620.00
3	2	English Learners Foster Youth Low Income	Increased parent engagement to increase student achievement	\$8,250.00			\$57,924.00	\$66,174.00
4	1	All	Sustain a high graduation rate of 96% or higher	\$779,544.00	\$188,103.00	\$100,674.00	\$22,523.00	\$1,090,844.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Increase unduplicated pupil access to VAPA programs/pathways	\$588,209.00			\$2,586,639.00	\$3,174,848.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$7,171,418.00	\$12,099,028.00
LEA-wide Total:	\$7,171,418.00	\$11,864,380.00
Limited Total:	\$0.00	\$234,648.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Academic performance of unduplicated students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,678,244.00	\$5,462,968.00
1	3	Decrease suspension rate for unduplicated pupils	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$338,616.00	\$361,866.00
1	4	Refined instruction and increased student engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$598,252.00	\$598,252.00
1	5	Expanded learning time for unduplicated and high-risk students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,740,227.00	\$1,980,652.00
2	1	Professional development for all teachers using ELD strategies	Limited to Unduplicated Student Group(s)	English Learners			\$234,648.00
3	1	Reduce risk factors, provide MTSS supports for unduplicated students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$219,620.00	\$219,620.00
3	2	Increased parent engagement to	LEA-wide	English Learners Foster Youth		\$8,250.00	\$66,174.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		increase student achievement		Low Income			
4	2	Increase unduplicated pupil access to VAPA programs/pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$588,209.00	\$3,174,848.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.

- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.