

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clay Joint Elementary School District

CDS Code: 10 62109 6005839

School Year: 2021-22

LEA contact information:

Judith Szpor

Superintendent/Principal

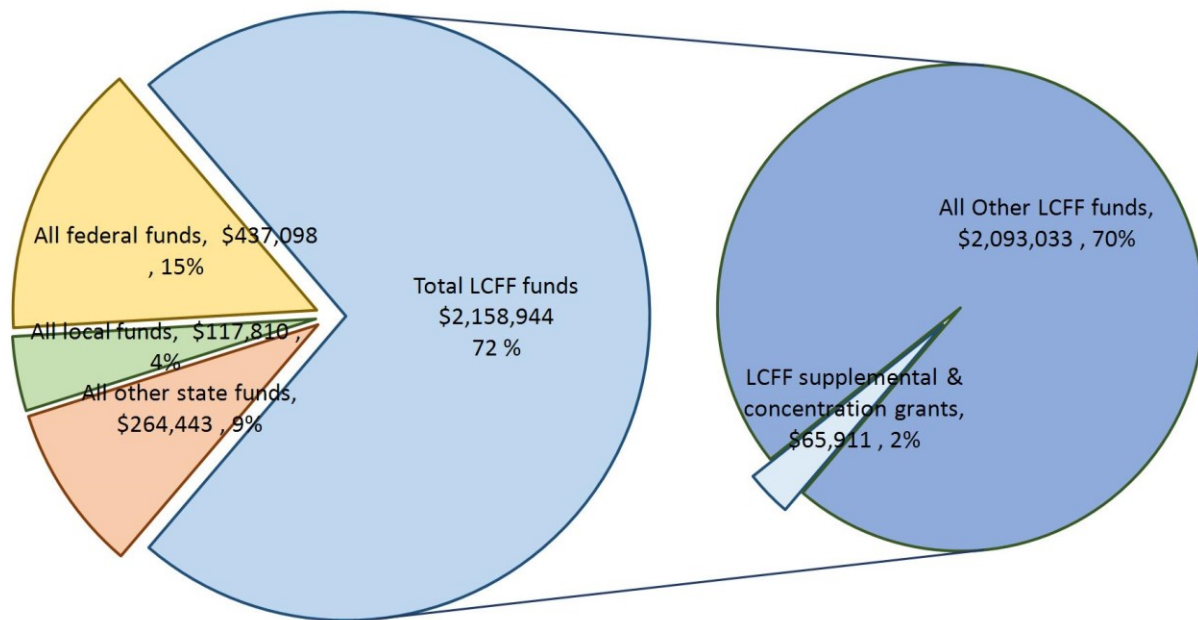
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559-897-4185

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



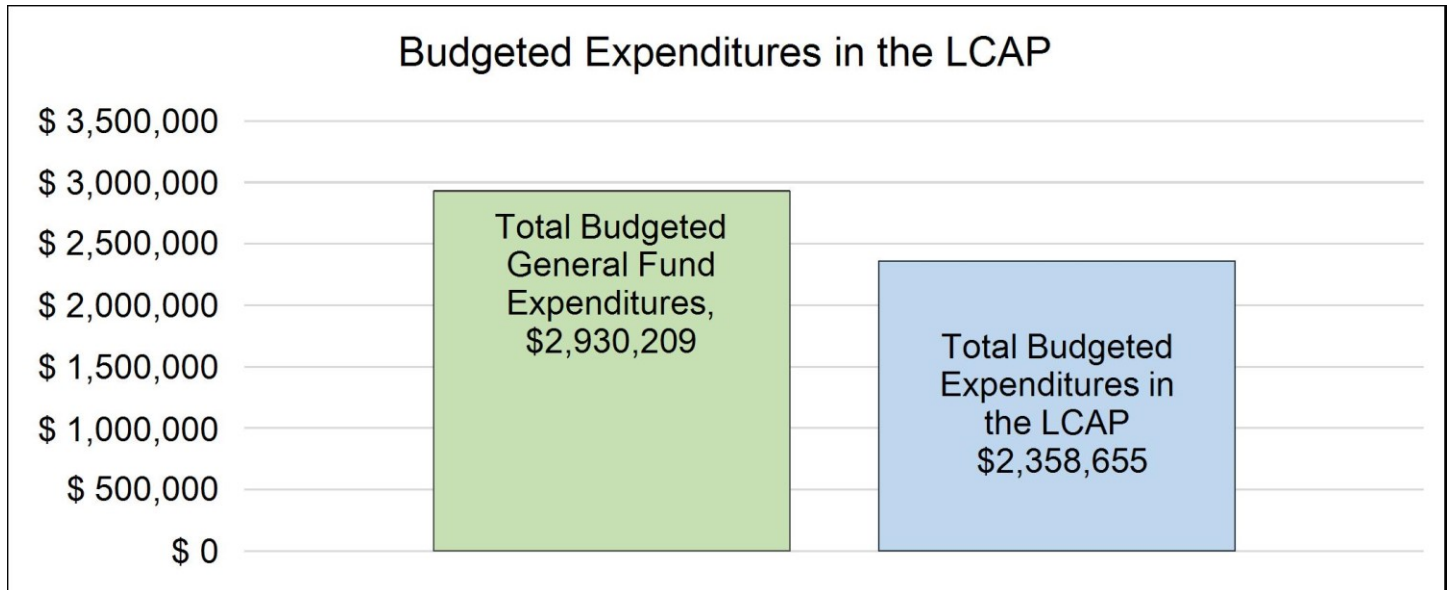
This chart shows the total general purpose revenue Clay Joint Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Clay Joint Elementary School District is \$2,978,295, of which \$2,158,944 is Local Control Funding Formula (LCFF), \$264,443 is other state funds, \$117,810 is local funds, and

\$437,098 is federal funds. Of the \$2,158,944 in LCFF Funds, \$65,911 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 Clay Joint Elementary 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.

Clay Joint Elementary School District plans to spend \$2,930,209 for the 2021-22 school year. Of that amount, \$2,358,655 is tied to actions/services in the LCAP and \$571,554 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

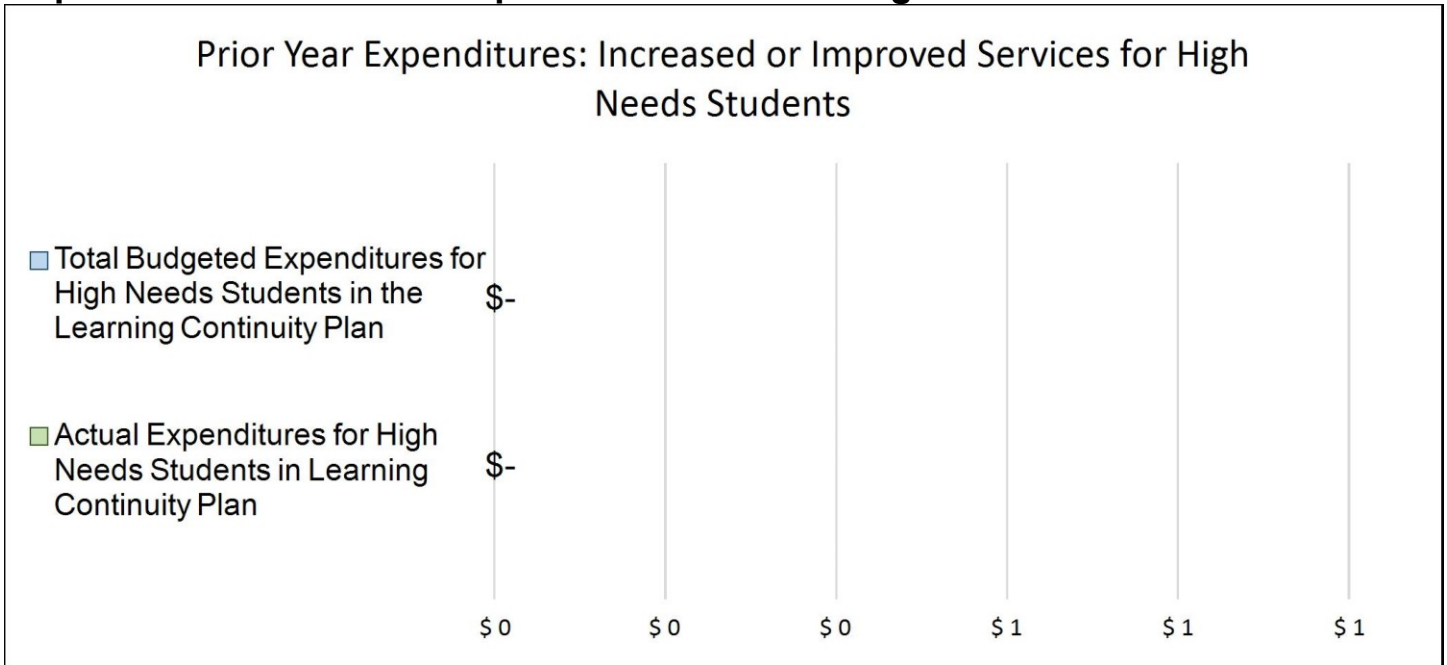
Those are the expenditures that are in the Expanded learning documents and some local funds.

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

In 2021-22, Clay Joint Elementary School District is projecting it will receive \$65,911 based on the enrollment of foster youth, English learner, and low-income students. Clay Joint Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clay Joint Elementary School District plans to spend \$128,069 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 Clay Joint Elementary 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 Clay Joint Elementary 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, Clay Joint Elementary School District's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Clay Joint Elementary School District actually spent \$0 for actions to increase or improve services for high needs students in 2020-21.

We spend over our required amount for our high need students. The Learning Continuity Plan only showed the covid relief dollars and not all our LCFF or Supplemental funds we spend on those students. They were taken care of.



## 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
Clay Joint Elementary School District	Judith Szpor Superintendent/Principal	jszpor@clayelementary.org 559-897-4185

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

Maintain a Culture of Learning by increasing the student achievement of all students and sub groups.

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><b>Metric/Indicator</b>                      Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.</p> <p><b>19-20</b>                      100% Properly Credentialed with no mis-assignments or vacancies.</p> <p><b>Baseline</b>                      2016-2017                      100% Properly Credentialed with no mis-assignments or vacancies.</p>	<p>Goal Met. 100% of teachers were properly credentialed with no misassignments or vacancies as measured by Credentials/SARC review.</p>
<p><b>Metric/Indicator</b>                      Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review.</p> <p><b>19-20</b>                      100% sufficient instructional materials</p>	<p>Goal met. 100% sufficient instructional materials as measured by the "Sufficiency of Instructional Materials" review.</p>

Expected	Actual
<p><b>Baseline</b> 2016-2017 School board adoption of "sufficiency of instructional materials" resolution.</p>	
<p><b>Metric/Indicator</b> State Standards implemented as measured by* either 1) Narrative Summary or 2) State Reflection Tool</p> <p><b>19-20</b> Average score of 4.3 or higher</p> <p><b>Baseline</b> 2016-17 Average Score of 4.0</p>	<p>Goal met. Clay had an average score of 4.33 or higher for 2019-20.</p>
<p><b>Metric/Indicator</b> State Standardized Assessments as measured by Math CAASPP scores Distance from level 3 (met)</p> <p><b>19-20</b> 2018-19 Maintain +50 points or more above 'Met'</p> <p><b>Baseline</b> 2015-2016 All +61.7 points (or 61.7 points above 'Met')</p>	<p>Goal met. Clay All Student group scored 50.6 points above the 'Met' standard and grew by 7.2 points above the "met" standard of 'green' to enter the blue.</p>
<p><b>Metric/Indicator</b> State Standardized Assessments as measured by ELA CAASPP scores Distance from level 3 (met)</p> <p><b>19-20</b> 2018-19 Maintain +60 points or more above 'Met'</p>	<p>Goal not met. Clay All Student group scored 59.1 points above the 'Met' standard of 'green' with a reduction of -2. Although a drop of 2, we maintained. This kept Clay in the 'maintained' thus 'blue.'</p>

Expected	Actual
<p><b>Baseline</b> 2015-2016 +74.4 points (or 74.4 points above 'Met')</p>	
<p><b>Metric/Indicator</b> EL access to state standards/ELD standards by* either 1) Narrative Summary or 2) State Reflection Tool distance from level 3 (met)</p> <p><b>19-20</b> Average score of 4.3 or higher</p> <p><b>Baseline</b> 2016-17 Average Score of 4.0</p>	<p>Goal met. English Learner students had access to state standards/ELD at an average score of 4.3 or higher.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To increase academic achievement a properly credentialed staff must be hired and retained.</p>	<p>1000-1999: Certificated Personnel Salaries Base 639465</p> <p>2000-2999: Classified Personnel Salaries Base 36505</p> <p>3000-3999: Employee Benefits Base 279813</p> <p>Lottery:</p> <p>1000-1999: Certificated Personnel Salaries Lottery 9554</p> <p>3000-3999: Employee Benefits Lottery 3803</p>	<p>1000-1999: Certificated Personnel Salaries Base 620332</p> <p>2000-2999: Classified Personnel Salaries Base 34673</p> <p>3000-3999: Employee Benefits Base 262632</p> <p>1000-1999: Certificated Personnel Salaries Lottery 10392</p> <p>3000-3999: Employee Benefits Lottery 4162</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Special Education 38266  3000-3999: Employee Benefits Special Education 16944  1000-1999: Certificated Personnel Salaries Federal Funds 20767  3000-3999: Employee Benefits Federal Funds 8263	1000-1999: Certificated Personnel Salaries Special Education 44843  3000-3999: Employee Benefits Special Education 24738  REAP 1000-1999: Certificated Personnel Salaries Federal Funds 26452  REAP 3000-3999: Employee Benefits Federal Funds 10594
<p>Given the academic performance gaps that exist for our unduplicated pupils in the areas of Math and English Language Arts, Clay Jt Elem School District will provide additionally an intervention/ELD specialist and bilingual paraprofessionals to provide instructional tutoring to our most at-risk student that is principally directed toward and effective in meeting the needs of unduplicated students. It is our expectation that providing this supplemental service will result in increasing CAASPP scores for the unduplicated population in Math and ELA.</p>	1000-1999: Certificated Personnel Salaries Supplemental 75786  3000-3999: Employee Benefits Supplemental 36120  2000-2999: Classified Personnel Salaries Supplemental 21827  2000-2999: Classified Personnel Salaries Title I 20656  1000-1999: Certificated Personnel Salaries Title I 13095  3000-3999: Employee Benefits Title I 12322  1000-1999: Certificated Personnel Salaries Title III 1237  3000-3999: Employee Benefits Title III 482	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 75785  3000-3999: Employee Benefits LCFF Supplemental and Concentration 36159  2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 21777  2000-2999: Classified Personnel Salaries Title I 20530  1000-1999: Certificated Personnel Salaries Title I 12934  3000-3999: Employee Benefits Title I 11409  1000-1999: Certificated Personnel Salaries Title III 1238  3000-3999: Employee Benefits Title III 486



## Goal Analysis

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

There are two actions in this goal. Actions 1 and 2 were implemented exactly as planned with no adjustments made throughout the year. All actions and services were implemented, just modified in the method by which they were implemented moving from face-to-face instruction to distance learning. There were no material differences for this goal.

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

There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis. For the 2019-2020 goal there were staffing replacements, with no additional staff added or vacancies left unfilled, for both the Certificated and Classified side due to retirements and resignations. There were four brand new hires during this school year. Adjusting first to a new school was challenging for all. In addition, 1 new hire was learning a brand new grade level. These new positions found their challenges. Some staff were challenged in adapting to the high expectations of the Clay student body and parent expectations while other grade levels were challenged with the higher than usual expectations of the teacher requiring higher performance of the students than what had been the previous practice. There was a lot of adjustment. The higher expectations fared well in the end. Most staff responded very well to the quick change to the digital platform. Parent surveys showed an overwhelming satisfaction, over 98% outstanding/good, to Clay's response to the COVID crisis. They were very pleased that Clay provided the level of outstanding education under the circumstances, that was provided.

## Goal 2

Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Facilities Maintained as measured by annual FIT or SARC review.</p> <p><b>19-20</b> All (100%) site FIT scored "fair" or higher.</p> <p><b>Baseline</b> 2015-2016 All (100%) site FIT scored "good" or higher.</p>	<p>Goal met. The FIT report had an overall rating of 'fair' in 2019.</p>
<p><b>Metric/Indicator</b> Suspension Rate</p> <p><b>19-20</b> 2.2%</p> <p><b>Baseline</b> 2015-16 All students 3%</p>	<p>Goal met. The 2019-20 Suspension rate was maintained at 0.4%.                      Goal met. The 2018-19 Suspension rate was maintained at 0.4% as reported on the CA School Dashboard. The 2017-18 Suspension rate was 0.4% and the 2016-17 Suspension rate was 2.1% as reported on the CA School Dashboard.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>19-20</b> Maintain 0%</p> <p><b>Baseline</b> 2015-16 All students 0%</p>	<p>Goal met. The 2019-20 Expulsion Rate was maintained at 0%.</p>
<p><b>Metric/Indicator</b> School Climate Survey*</p> <ul style="list-style-type: none"> <li>• % responses high levels for school connectedness.</li> <li>• % responses feel very safe at school</li> </ul> <p><b>19-20</b> (Grade 5) 60% (Grade 7) 60% or better</p> <p>(Grade 5) 90% or better (Grade 7) 80% or better</p> <p><b>Baseline</b> 2015-16 (Grade 5) 65% (Grade 7) 93%</p> <p>(Grade 5) 88% (Grade 7) 92%</p>	<p>The CA Healthy Kids Survey (CHKS) for Grade 5 reflected 100% (met) of students and Grade 7 reflected 72% (not met) of the participants felt safe at school. While 59% of the same 5th graders felt School Connectedness which did not meet the goal of 60% set and 50% of the same 7th graders did not meet the 60% goal.</p> <p>This survey was scheduled to go out at the end of March 2020 just after the COVID19 Stay at Home order went into effect. We didn't think it proper to ask safety questions while students were locked down at home. Therefore, we do not have new data for 19-20 using CHKS.</p> <p>We do have data from our phone calls home where every student was contacted every week with 100% communication. Of the 100%, 8% reported that their children were sad or stressed. Every single one of those students was contacted by our intervention teacher, Psych, or All 4 Youth services depending on what the struggles were of the individual.</p> <p>Over 98% of the parents felt that the response to the COVID19 crisis was either outstanding or good and were pleased with the progress being made under the circumstances.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
To ensure student engagement in a rural school home to school transportation is required.	2000-2999: Classified Personnel Salaries Base 52433 3000-3999: Employee Benefits Base 26038 4000-4999: Books And Supplies Base 6400 5000-5999: Services And Other Operating Expenditures Base 27637	2000-2999: Classified Personnel Salaries Base 52625 3000-3999: Employee Benefits Base 25079 4000-4999: Books And Supplies Base 4375 5000-5999: Services And Other Operating Expenditures Base 9640
To provide a safe environment facilities and grounds must be well maintained. Collect maximum Developer Fees. With School Facilities Consultants and Architect work to secure grade 4-8 West Wing State Facility Hardship Funding which Clay qualified for in 2016-2017. In 2019 the West Wing, DSA approved plans & financial hardship eligibility were re-confirmed pending State Bond funding.	2000-2999: Classified Personnel Salaries Locally Defined 81479 3000-3999: Employee Benefits Locally Defined 44958 4000-4999: Books And Supplies Locally Defined 34741 5000-5999: Services And Other Operating Expenditures Locally Defined 97822	2000-2999: Classified Personnel Salaries Locally Defined 84831 3000-3999: Employee Benefits Locally Defined 37931 4000-4999: Books And Supplies Locally Defined 16207 5000-5999: Services And Other Operating Expenditures Locally Defined 88469
Given the higher suspension rate of the Hispanic and Socio-economically disadvantaged student and in order to maintain an orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential a special education teacher with oversight on PBIS & Interventions, a nurse and psychologist will be retained to provide academic and behavioral support principally directed toward our unduplicated and at-risk pupils. We believe this action will be effective given the substantial research based in support of MTSS. We anticipate maintaining low suspension rates, low chronic absenteeism rates, increased parent engagement, and high attendance after implementation of this action.	7000-7439: Other Outgo Base 5000 5000-5999: Services And Other Operating Expenditures Base 9900 4000-4999: Books And Supplies Base 300 4000-4999: Books And Supplies Special Education 958 5000-5999: Services And Other Operating Expenditures Special Education 60063 6000-6999: Capital Outlay LCFF Base 7400	7000-7439: Other Outgo Base 0 5000-5999: Services And Other Operating Expenditures Base 2980 4000-4999: Books And Supplies Base 86 4000-4999: Books And Supplies Special Education 104 5000-5999: Services And Other Operating Expenditures Special Education 43838 6000-6999: Capital Outlay LCFF Base 70353

## 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 only funds in this area that were not utilized from March 16 - June would be the bus services. However, we did use the bus at the end of the year for a 4 hour trip to take staff to visit every one of our 8th grade graduates. We delivered gifts, banners, signs and balloons to support, encourage and congratulate on a job well done.

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

All in-district students were provided excellent/safe transportation to and from school. Local and long distance fieldtrips were provided by our drivers in our buses. District lunches were collected daily from Selma USD per our contract. The Five Year Facilities plan has been updated to reflect current needs. The Superintendent with School Facilities Consultants (Kateryna Fontanova) completed the Financial Hardship funding request updates as required in 2019. We have secured CDE approval, secured an architect and gathered DSA approved plans to build 6 classrooms to house the Learning Center and grades 4-8. The highly qualified staff implements the Multi-Tiered Systems of Support to the benefit of all students. Communication with parents is strong and productive. Stakeholders attend school functions at a rate of 80% student representation or better. Maintaining aging facilities with base funding is financially impossible pending State Bond new/modernization funding to replace the dilapidated West Wing (Gr. 4-8/LC) Portable classrooms. This process in turn will eliminate the needed/eligible modernization funding required for the upkeep of the existing 1970's buildings. All services are underfunded by state and federal programs.

Students were provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential as reflected in the FIT, and Suspension/Expulsion results.

Clearly, the challenge of COVID 19 beginning in March impacted the services we could provide face to face. However, we did not miss a day of instruction with packets and Chromebooks being passed out on Monday, March 16th and instruction resuming with their teachers for the first day of virtual instruction on Tuesday, March 17th. We were highly successful with connectivity, working through the challenges of some of our families driving to locations for that connectivity or have weak connections. We were able to provide every family ensuring 100% connectivity for our entire student body by April 17th. Our weekly goals of having support staff, in addition to daily teacher contact, call home to talk to the parents and/or students was well received. This help us ensure the safety and physical and mental well-being of our Clay Community.

### Goal 3

Students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards.

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)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> English Learner annual growth as measured by local CELDT/ELPAC annual growth data. EL numbers are too small at CJESD to be reported by CDE.</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> 2015-2016 84%</p>	<p>There were less than 10 English Learners and their annual growth were measured by the year one summative results on ELPAC. 60% of our EL's were moderately to well developed as reported on the CA Dashboard for 2018. The ELPAC was not given in 2020 due to COVID.</p>
<p><b>Metric/Indicator</b> English Learner Reclassification as locally measured by prior year number of redesignated students</p> <p><b>19-20</b> 18%</p> <p><b>Baseline</b> 2015-2016 32%</p>	<p>Goal met. English Learner Reclassification as measured by Local Reclassification criteria in 2019 was at 44%.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Access to a broad course of study as measured by review of teacher and/or master schedules.</p> <p><b>19-20</b> 100% access to a broad course of study at CJESD.</p> <p><b>Baseline</b> 2015-16 100% access to a broad course of study at CJESD.</p>	<p>Goal met. A broad course of study is provided to all students as measured by administrative walk through of classrooms, master schedules and lesson plans.</p>
<p><b>Metric/Indicator</b> Progress monitor subgroups across the broad subjects using standard aligned teacher made and/or local measures to include i-Ready.</p> <p><b>19-20</b> 77%</p> <p><b>Baseline</b> 2015-2016 75%</p>	<p>Goal not met. Progress monitoring of subgroups across the broad subjects was met at 76% using the K-8 standard aligned teacher made and local measure as reported on Trimester grades and i-Ready reports.</p>
<p><b>Metric/Indicator</b> Academic targets for K-8 students in the subjects of science and social studies meet or exceed an end of year classroom grade of "C" or better from 80% or more of all students because these broad courses are not measured by state wide assessments.</p> <p><b>19-20</b> 77%</p> <p><b>Baseline</b> 2015-2016 75%</p>	<p>Goal met. Academic targets for K-8 students in the subjects of science and social studies met or exceeded an end of year classroom grade of "C" or better from 95% or more of all students. These broad subject courses are not measured by statewide assessments and were measured locally by Trimester 1 and 2 grades and Trimester 3 progress reports.</p>

**Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>To implement new standards and offer a rigorous broad course of study requires a library media center, instructional materials and supplies to include VAPA, technology equipment and support for all students.</p>	<p>4000-4999: Books And Supplies Base 51000</p> <p>4000-4999: Books And Supplies Lottery 116978</p> <p>5000-5999: Services And Other Operating Expenditures Base 6500</p> <p>4000-4999: Books And Supplies Base 10100</p> <p>5000-5999: Services And Other Operating Expenditures Base 3000</p> <p>2000-2999: Classified Personnel Salaries Lottery 3000</p> <p>3000-3999: Employee Benefits Lottery 914</p> <p>4000-4999: Books And Supplies Base 1000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Not Applicable 2500</p> <p>5000-5999: Services And Other Operating Expenditures Lottery 11064</p>	<p>4000-4999: Books And Supplies Base 18311</p> <p>4000-4999: Books And Supplies Lottery 32974</p> <p>5000-5999: Services And Other Operating Expenditures Base 5474</p> <p>4000-4999: Books And Supplies Base 24192</p> <p>5000-5999: Services And Other Operating Expenditures Base 3057</p> <p>2000-2999: Classified Personnel Salaries Lottery 0</p> <p>3000-3999: Employee Benefits Lottery 0</p> <p>4000-4999: Books And Supplies Base 1000</p> <p>5800: Professional/Consulting Services And Operating Expenditures Not Applicable 0</p> <p>5000-5999: Services And Other Operating Expenditures Lottery 8383</p>
<p>Our unduplicated students need the most access to differentiated instruction in core content areas to support closing achievement gaps. In order to implement new standards while maximizing differentiation and student access to core content areas that is principally directed toward unduplicated students (but, of course supporting all students) staff will engage in professional learning opportunities to develop new instructional strategies and supplemental instructional materials that are effective in meeting the needs of the LEA and the unduplicated students. We anticipate having increased academic scores on standardized measures as a result of implementing this action.</p>	<p>5000-5999: Services And Other Operating Expenditures Base 9000</p> <p>5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>5000-5999: Services And Other Operating Expenditures Title II 0</p>	<p>5000-5999: Services And Other Operating Expenditures Base 10277</p> <p>5000-5999: Services And Other Operating Expenditures Title I 0</p> <p>5000-5999: Services And Other Operating Expenditures Title II 0</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 actions and services were implemented up to March 13th. Services were modified, but provided daily from March 16th to the end of the year via Zoom or phone calls. Our instructional aides were not able to work individually with students as usual. It wasn't until early May that we learned ways for our instructional aides to create their own zoom sessions and help students, but only as students indicated the need for help. This did prove to be difficult. Our instructional aides spent a lot of time calling parents as well as students of ALL our families as a way of checking in for progress, questions, emotional support, materials needed, connectivity, help with surveys, etc. Our intervention and ELD teacher continued to provide as much ELD instruction as well as intervention support as she could which came down to the students responding to the zoom sessions offered.

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

From August - March 13th all students had face-to-face, in-person access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to CA Common Core State Standards and 21st Century skills to be prepared for high school. Newly adopted Amplify/CKLA curriculum was implemented K-8 for ELA/ELD. All English Learners received integrated English Language Development (ELD) with Tier 2-3 support from an ELD pull-out teacher who frontloaded the curriculum. Other standards were met via new/continuing curriculum: Social Studies via Studies Weekly, Science via Amplify, Math via Eureka Math. Visual and Performing Arts were integrated and Physical Education was taught K-8. From March 16th to the end of the school year, students were provided with daily instruction including all of the curriculum listed above via distance learning. Physical Education was NOT provided, however, Physical education activities were provided and suggested on a daily basis. Physical Education requirements were waived due to COVID. Our library media teacher continued to provide music and library service during the pandemic and distance learning months and closely monitored the participation and called students who were not participating. All K-8 classes as well as music had participation well over 90%. iReady continued to be an expectation. Minutes were assigned, but we did see a drop in participation. iReady, as with all the subjects became difficult to use as a true measure of progress as we found there was a great deal of assistance happening. The help was wonderful, but it wasn't a true measure of the student's independent effort and ability.

Clay had less than 10 EL students during the 19-20 school year. Due to COVID these students took the year-end iReady assessment at home without the usual support of the EL teacher. We found discrepancies with all of our kids who either performed higher than usual or lower than usual.

## Goal 4

Parents, family and community stakeholders will remain fully engaged as partners in the education of their students.

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)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Attendance as measured by district average attendance.</p> <p><b>19-20</b> 97% or higher</p> <p><b>Baseline</b> 2015-2016 96.75%</p>	<p>Goal met. Student attendance was 97.13%.</p>
<p><b>Metric/Indicator</b> Chronic Absenteeism as measured by % students with 10% or more absenteeism (includes excused &amp; unexcused absences)</p> <p><b>19-20</b> 4.0%</p> <p><b>Baseline</b> 2015-2016 5.1%</p>	<p>Goal met. Chronic absenteeism was measured at 1.6%.</p>
<p><b>Metric/Indicator</b> Middle School Dropout Rate</p>	<p>Goal met. The middle school dropout rate was maintained at 0%.</p>

Expected	Actual
<p><b>19-20</b> Maintain 0%</p> <p><b>Baseline</b> 2015-2016 0%</p>	
<p><b>Metric/Indicator</b> Show an increase in parent participation in surveys, at advisory meetings and curriculum nights</p> <p><b>19-20</b> 2% or better</p> <p><b>Baseline</b> 2015-16 1%</p>	<p>Goat Met For the 19-20 School Year our Back to School Night was over 90% attendance. Conferences in November of 2019 were at 100% attendance. Advisory Meetings pre-COVID were 100% attended. Once COVID hit we took the time to call every single family who did not respond to the survey so that we had 100% participation in our surveys.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Administration and staff are required to monitor student attendance, support positive behavioral interventions and involve parents in the educational process. Parents are encouraged to attend monthly parent club &amp; foundation meetings, Parent Advisory Committee meetings and Board meetings.</p>	<p>1000-1999: Certificated Personnel Salaries Base 125000</p> <p>2000-2999: Classified Personnel Salaries Base 124395</p> <p>3000-3999: Employee Benefits Base 106836</p> <p>4000-4999: Books And Supplies Base 9771</p> <p>5000-5999: Services And Other Operating Expenditures Base 103836</p> <p>4000-4999: Books And Supplies Lottery 2000</p>	<p>1000-1999: Certificated Personnel Salaries Base 125000</p> <p>2000-2999: Classified Personnel Salaries Base 133396</p> <p>3000-3999: Employee Benefits Base 106905</p> <p>4000-4999: Books And Supplies Base 8141</p> <p>5000-5999: Services And Other Operating Expenditures Base 86998</p> <p>4000-4999: Books And Supplies Lottery 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Unduplicated students, particularly Low-income students are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. In order to improve attendance outcomes and parent engagement for our unduplicated students in these areas, the attendance clerk and administrator will monitor attendance with reports of truancy to the Study Success Team. The same team will plan and coordinate parent involvement events with a focus on support for the unduplicated students' family. Given these increased services, we anticipate our unduplicated students' attendance and parent engagement will be maintained or improved. This action has no new costs. Costs are included with goal 1 action 1.</p>	<p>No Cost Other 0.00</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 implemented as planned therefore there are no material differences between the budgeted expenditures and actual expenditures for this goal.

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

Clay has successfully implemented the actions and services to support our most at-risk students using monitoring by the attendance clerk and administration with support and outreach bringing in certificated and classified staff already funded via Goal 1. The newsletter contributed to parent understanding of the importance of school attendance and this contributed to our extremely high attendance even in the midst of a pandemic. Once the lockdowns were in place, we were able to utilize these positions to help us in making phone calls and keeping in contact with our most needy students increasing our participation rate in responses to 100%. Although we were unable to hold our annual trainings at the school site, individual trainings for parents who needed assistance with distance learning platforms was provided. Immediate needs were met.

## 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
Communication is vital at any time in a school setting, but even more important and vital during a time of crisis. The website now houses a Distance Learning portal that is easy to locate for each teacher on campus. Increased communication helps us better understand and meet the needs of our students. This will help us ensure immediate communication.	\$2250.00	2250	No
In an effort to provide a safer environment for in-person learning we purchased a fogger, new fiber cloths, a washing machine, and solutions to make our cleaning system more up to date and more effective. New signage was purchased to put around the school to remind students of good hygiene practices and acrylic shields were purchased and installed in our office. We also have plans to purchase an outdoor handwashing station to increase and encourage opportunities of frequent hand washing.	24,500.00	24500	No

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

There no differences in the planned actions or expenditures. The expenditures were hugely beneficial in helping us keep our community, County Health Officials and State Officials apprised of what we were doing. Our website easily stored our LCP, Waiver, and other plans and safety plans needed for each stage of reopening. Although the hand washing station has not yet been purchased, it is still in the planning as materials and supplies were on high demand.

### Analysis of In-Person Instructional Offerings

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

Due to the size of our school and our ability to communicate quickly with all stakeholders, we were able to move quickly as soon as new permissions were granted. On August 6th guidance was given for face-to-face instruction for our Special Education students. So, when school started on August 12th, our entire student body started off the year on distance learning. Our special education students,

however, started coming individually starting the first day of school to receive their minutes and instructional support face to face. Under the new cohort guidance, we were able to start bringing in small groups in all K-8 of 14 or less starting on September 8 meeting four days a week with a 2.5-hour meeting in the AM and another 2.5-hour cohort in the PM. Again, this was possible due to our decline in our enrollment from 246 to approximately 215. This made our cohort groups possible. Even at that, only 92% of our student body wanted to meet face to face so the teachers were simultaneously teaching students live and on zoom in the am sessions. These cohorts remained the same all the way through.

Our routines of cleaning, checking temps in the morning on the bus and at drop-off have provided several layers of sanitation. We allow the students to go out in their cohorts for recess and have sanitation protocols in place for washing or hand sanitizer before and after they play with or on equipment. We are masked and keeping kids at home, or sending kids home with mild symptoms just to err on the safe side. This has paid off as we have stayed case-free during this entire time.

On September 22nd Clay's waiver was approved and implemented in K-6 on September 23rd. 7-8 continued under the cohort guidance. Surveys had been sent to our families with 100% response letting them know of our timeline. Responses from the community assured us that over 92% were ready to return to school as much as they were allowed, as soon as possible. The remaining 8% were still needing the distance learning option due to fears of transmission.

On October 19th, Fresno County entered the "red tier" and we opened for all K-8 face to face no longer needing to fall under waiver or cohort guidance. Our hours were changed to 4 hours in the morning. Our Jr. High was kept in their cohorts with streaming from the live classroom into the other. All other classrooms were kept at 3-6 feet distance in the classrooms to the extent practicable. We dismissed before lunch. 8:15 - 12:15. Our challenge in this area was equity. Some of our classes could easily fit with 6-foot distancing. Our upper grades could be divided into separate classrooms and allow those who wanted to come to come. To accommodate all families who wanted to return, with only one teacher per grade level, we had to be flexible with 3-6 feet to the extent practicable as offered in the guidance. The other challenge was now having 97% of our students on campus with less than 10 students zooming. This was a huge challenge for the one classroom teacher. For the lower grades, we were able to have an aide assist with the zooming students while the teacher attended to the face-to-face students. In 3rd - 6th we did not have enough aides as our other aides were manning the classrooms that needed to live stream the teacher. This was wearing on the staff.

On November 3rd we were able to move to FULL in-person learning only making accommodations for those who requested due to special circumstances. All students who had symptoms or were needing to quarantine due to contact tracing from outside contacts met with their teachers virtually in the afternoon but returned to face-to-face as soon as they could.

At 25 weeks with zero transmissions, warmer weather, and a drop in positivity and cases per 100K, Clay added two more hours to the day, added lunch, and now offers face-to-face from 8:15 - 2:15.

After 27 weeks, there were zero transmissions and in the last two weeks, zero cases were reported of family members, zero contact tracing, and zero students needing to quarantine.

Our most recent survey has Clay at a 96% outstanding ranking in our response to the COVID crisis with a 1.8% good rating to add to it.

The biggest challenges have been all the schedule changes since the beginning of the year. It is not easy to change so many times once we all get into a routine. But Clay's mission is to exceed expectations. As a community putting children first, it has always been our goal to put the comforts of the adults aside and do what is best for kids. If it weren't for the dedication of the Clay teachers and staff, we would not have been able to move forward. The staff has been exceptional both with distance learning and with the adjustments and modifications of how we delivered face-to-face from September to now. The support of the parents has been overwhelmingly positive and the Clay Board of Directors has been unanimously in favor of our efforts from day one to return the students to a regular day as soon as it is safe to do so.

From March 19 to June 3, Clay offered daily instruction on campus from 8:15 - 2:15 with 100% on campus and no distance learning. We had 100% satisfaction from parents on our response to the COVID crisis with over 96% rating the response as outstanding.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>In an effort to provide for our students to ensure connectivity and therefore access to CORE curriculum and instruction, it was imperative that we had newer, working devices, internet, hot spots and platforms that were the easiest to use for our parents and students. By decreasing connectivity and platform issues, we feel we can reduce the stress of our students and families thereby increasing the consistency of their distance learning participation and learning with results of increased learning showing on the CAASP.</p> <p>Below is a list of the items that have already been purchased.</p> <p>Complete distance learning -Tablets for Kindergarten and First:</p> <ul style="list-style-type: none"> <li>• Headphones for all K/1</li> <li>• Tablet covers for all K/1</li> <li>• Additional Headphones for all 2nd - 8th</li> <li>• Internet and hotspots</li> <li>• See Saw License</li> <li>• Nearpod License</li> <li>• A new set of Chromebooks for 3rd and 5th</li> <li>• Promethean Boards</li> </ul>	82,125	82125	No

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.

These purchases helped us finish the 19-20 year strong with working devices and connectivity for 100% of our students. It provided the confidence and devices we needed to start off our 20-21 school year ready to go as well.

### 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.

**Continuity of Instruction:** We started our school year off with distance learning. Every teacher was on campus teaching from their classrooms and newly purchased Promethean boards were a nice addition as support to instructional delivery. Our attendance was 100% on several occasions but remained consistently above 97% from day to day. Our access to devices was 100% and our connectivity was at 100% and all students had devices from day 1.

Before school started on August 12, we met with every family, students, and parents, on August 9th and 10. We handed them their devices, double-checked on internet service, explained our Distance Learning plan, and had parents sign all the required paperwork for starting the school year and the devices. We had 100% attendance on those two days. Pupil participation remained high throughout distance learning in the high 90% and often we had daily 100% attendance and participation.

**Participation and Progress:** Our iReady data as well as teacher-made tests, Accelerated Reader progress and DRA for our lower grades, indicated our students made the same growth this school year as they annually make using these particular measures. We look forward to the outcomes on our CAASPP assessments to make sure the rigor of progress was actually achieved.

#### Distance Learning Professional Development

In August we started with All 4 Youth training for the whole staff on trauma-based practices, signs, conversations, exercises, etc. We continued and completed our All 4 Youth onboarding training sessions with another on August 31st and October 30th.

We also shared in-house on best zoom practices and other platforms where teachers shared what worked best for them. This was a very helpful Professional Development as we learned best practices from each other.

By the time we had Promethean Board Professional Development, 92% of all students were doing all of their synchronous time face to face and asynchronous time at home.

We had one Promethean training in October and another again in February.

We purchased Nearpod and had that Professional Development training on November 3rd.

Our trained staff provided 3 professional development sessions on Thinking Maps starting in October, again in January, and the most recent at the beginning of March.

To boost the morale of the teachers/staff, we did a whole staff Professional Development, The Calling by Joe Beckman. He wrote the Professional Development as well, but Clay's Superintendent lead the training.

Staff Roles were steadily maintained during this school year as all staff was back on campus from the beginning. Due to the potential budget cuts we did not hire back a teacher who resigned. We took two intervention teachers and had them share a 4th-grade classroom. Therefore our intervention time was cut by 50%. This worked out because our ability to offer concurrent intervention to teaching was not possible due to cohort mixing and the fact that we were teaching two cohorts, AM and PM. Once we moved back to an 8:15 - 2:15 day, the intervention program resumed to the extent practicable. In addition, we had to cut one hour off of each instructional aide and not rehire a 4-hour part-time custodial position but hired a sub position for 3 hours instead of 4 to focus solely on sanitation due to COVID.

### Pupils With Unique Needs

From the first day of school, August 12, we were able to invite our Special Ed, English Learners, and homeless students (no foster youth) to begin extra support at school daily or every other day. This was a great way for us to see their faces and keep up with the parents. We found this time to be critical for some of our students. Once we switched to 4 hour days in mid-October, we began inviting other small groups Tuesday - Thursday for those that were behind. Each teacher selected their own students based on the criteria. For grade K-2 the focus was on reading. In grades 3-7th there was a greater need in math support. However, some in our 4th - 6th were getting support in both ELA and Math. Once we extended our day from 4 hours to 6, we were able to begin our intervention program again that is provided at school, called DEN; differentiating for every need.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>In an effort to address learning loss and identify the gaps in learning we purchased iReady for every student at Clay. iReady is a data proven system of summative assessments that measure the growth of a child during the course of their K-8 academic career. Particularly for our unduplicated students, iReady provides data that shows their areas of need so our intervention team through DEN can differentiate for every need of our students. Again, this is particularly critical for those of greatest need as seen in our unduplicated students and students with special needs. The data helps us to target the instruction. This is a regular, annual budgeted expense from the general fund.</p> <p>To better address the needs of our students with multiple measures and assessments, our Parent Club purchases our Renaissance license which covers our Accelerated Reader and STAR testing. AR and STAR measure reading fluency and comprehension. This data combined with our iReady data and teacher input gives us a more comprehensive measure of student progress or loss. Federal Dollars pay for our intervention and EL support as well as our Bilingual Instructional Aides or Support Staff.</p>	12,320.00	12320	No

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.

iReady was purchased and AR was purchased as planned. iReady has been implemented as we do every year. Accelerated Reader was purchased with our Renaissance license as we do every year. Due to the threat of budget cuts, our intervention teacher and RSP teacher each took half of the 4th grade class which needed some stability and extra support. The thought was these two teachers are the experts in offering extra support so that is the best place for them to be. They are able to immediately meet the needs of the students during instruction as well as later during intervention time. Therefore, we were one certificated personnel short this year.

### 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.

Our biggest challenge was getting the students motivated to do the iReady intervention time at home. Many of the students, once they were home, would not do that part. They do not like iReady. It's hard, because it's challenging them in areas of needed growth. When we had the students face to face, we wanted to maximize good first instruction in the CORE areas and not just supervise them completing their iReady practice. Once the students returned to 6 hour days, we have had much more success with the students completing their iReady practice.

One of our over-all strengths has been the growth in our reading and writing particularly in the K-3 groups. We are at 85% on or above grade level based on DRA scores. Due to the training in Thinking Maps and our limited time, the teachers integrated the evidence of learning into writing pieces. The students are reading and writing so much their reading scores and writing ability has just taken off.

We are seeing classes with over-all learning loss. The factors are deeper than the time in distance learning. In most cases it's multiple years of brand new teachers where concepts were missed due to organizational or behavioral challenges in the group. The 20-21 teachers are working hard to not just fill the gaps from last year, but in some cases, multiple years of loss.

One more success is the ability to teach during Physical Education times. Currently we have extended the day to 6 hours of in person learning. We are able to send students out to PE with their cohort who are caught up and on track, while those who need assistance can stay back for additional tutoring or time to complete iReady lessons that we know to be helpful. Getting to go out and play is providing the needed motivation and incentive that some of our students needed to give just a little extra effort and that is paying off.

Finally, we purchased another program called Reflex Math and that is helping with the over-all fluency many of our students are lacking. Data shows students more than doubling their fluency from 20.2% fluency to 55.2% in the classrooms that used the program with fidelity. This was so effective in building fluency and confidence, teachers requested a renewal of the program. We feel as students become more fluent with their basic math facts, they are able to more confidently tackle their math concepts and lessons at grade level.

## **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.

The biggest success has been to get our students back on campus as soon as we have been able. Each extension of time from Distance Learning to 2.5 hours on campus, to 4 hours on campus to now 6 hours on campus has been like the vaccine or shot in the arm for LEARNING they needed to get better. They have all faced their fears of school being a safe place. They are happy and well behaved while at school. Due to our relationships getting tighter last spring with all the phone calls, we have learned how to better support our families that are the most needy. Clothes, meals, counseling assistance, etc. has all increased for those who need it this year. Our All 4 Youth referrals have increased. We have a few more Special Ed referrals and placements and a few have actually been dismissed. Parents are happy. Staff, although tired, is very happy to have our students back and have more time to gradually go through the curriculum rather than bulldoze through it in four hours. We have just become more in tune with our students and their needs, even to the point of listening to the way they speak, so we can make those referrals that are needed for extra help. The biggest advantage really then has been the smaller class sizes and being held harmless for ADA. Our school is small this year due to students who left to other schools, home schooling or private schools. So, the majority of the year face to face for at least part of the day and smaller class sizes would be the biggest win for our over all social and emotional well being.

## **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.

This has been a more difficult area in which to grow.  
Our outreach has been great as we had a May survey, a July survey an October and December survey and more recently a March survey. We were/are very sure of what our parents wanted/want and were able to make plans accordingly.

In August we had at least one parent come with every student two days before school started. We used this time to meet the parents face to face and explain our distance learning plan. We had 100% attendance.  
Immediately our parents started up their Parent Club with Zoom meetings. They had one meeting a month.

There was 100% attendance at the Parent Advisory Meeting in the fall as well as our School Site Council meeting.  
In November we did have face-to-face parent conferences since we were on a half-day schedule anyway.  
Once again, we had 100% attendance and all parents either came in or zoomed with the teacher for their conference.

During our Zoom Awards assemblies, we had approximately 88% of the parents attend whose students were getting awards.

We have 1/6 of our staff out every morning to take temperatures and that has been a great opportunity to really connect with the families. The Superintendent is checking temps daily and running dismissal so the parents get a chance on a daily basis to interact or ask questions of the administration if they so choose. Many quick questions or concerns are addressed because of that time for face-to-face conversation.

We have had several fundraisers at local restaurants where you just pull up to pick up your food. Those have gone well and everyone is so excited to see each other - even from a distance behind our masks.

At the conclusion of our school year, our parents presented the school with \$40,000 to purchase a brand new kindergarten playground. The family engagement and community outreach was so strong and supportive we were able to go above and beyond for our students and provide equipment that was in needed repair. In addition, another group of parents wrote a grant and earned an additional \$75-80 toward additional playground equipment for our older students. In all, our parents helped earn over \$120,000 additional dollars to make coming back in the fall of 2021 something all the students will look forward to as they will have brand new playground equipment across the grades.

Finally, due to COVID, we held our first ever outdoor graduation on campus. This was so well received it has been widely requested that 8th grade graduation be held from now on at Clay School Ampitheater.

## **Analysis of School Nutrition**

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

Clay School does not have a cooking kitchen, but instead have all of our lunches prepared under contract by Selma Unified. Any students who wished to take home a lunch could order one and pick it up and take it home. Before we returned, their parents would bring them at noon to pick up their lunches. Now that we are back eating lunch at school Selma is working hard to accommodate us as we need our meals warmed up. We have jumped from an average 15 meals a day to between 25 and 40 meals a day. All of the rest of our students bring lunches from home.

To eat on campus, we have three stations set up outside. Two groups eat while the 3rd plays. Then we swap, so never are the two cohorts anywhere near each other while eating or playing. Table are sanitized in between and children get hand sanitizer before and after they play/eat.

The nutrition program is working well.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

There were no substantive differences between the planned actions and budgeted expenditures.

### 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.

We have learned that what we are doing works. We firmly believe that face to face makes a big difference in being able to meet the academic, emotional, and social needs of our students. Facial expressions, tone of voice, physical movement, smell, sight, multi-dimensional learning all make such a difference in how a child understands a concept. So many of our kids have made the comment, especially in math, that it is just so much easier to understand when I watch you work out the problem in person. So many teachers, especially in the lower grades, explain how important it is to hear how our kids are reading and sounding out new words. That immediate corrective feedback is so powerful. We value our Promethean Boards more than we ever realize we would and have realized the value of the programs and progress monitoring we have in place with iReady, Accelerated Reader, DRA, etc. We have proven programs that make a difference. One terrific change for us that we did not have to wait for was the training and implementation of Thinking Maps into our curriculum. Due to the 4 hour crunch time, our teaching staff was forced to integrate their subject matter to get the biggest bang for their buck. It has paid off and especially in our younger grades and our newest teachers, we are seeing the power of writing in developing overall fluency in English Language Arts. In math we have learned the power of fluency as well manipulatives. These are things that years of practice and research tell us, but to lose something and get it back, has made us value the research we know to be true. We have also learned that when we make time count it can go a long way and we have to value the minutes we have in the day while taking the time to let the students talk and share ideas. We will never again take for granted the time we have together.

We will hire back a 4th-grade teacher to free up our intervention teacher and RSP teacher to again be full-time in their respective positions. This will best help us address the learning loss and gaps in learning.

We are starting our day earlier and adding a few more minutes to our day to allow ourselves the flexibility to allow some social/emotional time with our students as a group

This time will also allow us the real focus on our writing. We want to continue in with the Thinking Maps training and implementation while diving deeper into the curriculum that we have.

Presenting our lessons using the Promethean Boards and Nearpod are things that have helped our lessons come to life and have been more interactive for our students. We will dive deeper into our knowledge and use of both.

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

Clay School has a proven DEN Intervention program using iReady as the primary progress monitoring tool. We will continue to use good first instruction in our classrooms by analyzing John Hattie's work with Visible Learning and the teaching strategies that are most effective in student success. We will continue the training and work with Thinking Maps as that is building a research-based structure to help our students organize their thoughts then move into tackling a math problem or a response in written expression. We have found that DRA for our lower levels as well as STAR with Renaissance for grade K- 8th is effective when combined with the iReady data to give us a complete picture using multiple measures of all of our students. We want to increase fluency in reading and math facts to build confidence in our students as they master the concepts. To take this picture a step further, we are using ESSER funds to purchase data analysis from Parasec that will provide an individual student Measure of Success that provides attendance, behavioral, and all assessment data for each child. This will be presented in a conference with parents to see how the whole child is affected by each of these areas. This whole picture of our students will better help us analyze where we might best meet the needs of our students in their learning and school experience.

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.

Although CJESD did not reflect these additional funds to high-need students, Clay Elementary budgeted that support through the LCAP and other funding sources to exceed the amounts actually budgeted. We spend over our required amount for our high-need students. The Learning Continuity Plan only showed the covid relief dollars and not all our LCFF or Supplemental funds we spend on our high-need students.



## 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.

The Clay community had its best year ever in 2018-2019 with all blue level achievement. We know our plan works. Since March 13th our focus has been to tightly maintain and duplicate online, what we do in the classroom to the extent practicable. Not one classroom missed a day of planned instruction. We, as a community, remained committed to our Clay students. Even during the March-May lockdown in 2020, we offered as much intervention as we could via Zoom with our intervention teacher. When we returned in August, we noticed after our first round of iReady assessments that our students had lost twice as much as they normally lose during the summer. This alarmed us. Our iReady data usually showed an average of -30 points lost over the summer. The data in August showed a -60 loss after a spring of distance learning. Again, we felt as soon as we could get back to doing what we do best, our kids would begin to pick up where they left off, and then we could begin to address the gaps. This was the motivation to do what we did in the fall in terms of opening up immediately at every given opportunity presented to us by the Fresno County Department of Public Health. We moved swiftly and safely with small groups back to the classroom and then gradually expanded our minutes of in-person learning. With each increase of time, we saw increased measures of growth as demonstrated by our iReady scores. Each assessment gave us students and/or areas to target. While we had the opportunity to offer small group intervention groups with the classroom teacher, we knew time was still a factor. When we made the final push to an extended day to 2:15, this brought back the opportunity to once again offer our DEN, "Differentiating for Every Need" program of targeted interventions related to specific needs.

We have learned a few things that we will carry into our 21-24 plan.

- \* Our curriculum does set the students up for success
- \* Writing needs to be integrated throughout our curriculum to develop writing skills but also as a way of assessment and moving our students to metacognition
- \* Thinking Maps is a great research-based method of using brain-based organizers to teach students to organize their thoughts in thinking activities
- \* iReady is a great progress monitoring tool that gives us accurate and meaningful data of student growth and it provides great reteaching in filling in the gaps
- \* In-person teaching time is invaluable and we want to maximize the time that we have with our students
- \* Our intervention program, DEN, has made a huge difference in our success and we need that back in full force
- \* Shorter recesses in smaller groups work better
- \* The need for a full-time intervention teacher/curriculum support is a vital need at our school
- \* The need for a full-time RSP/intervention teacher is vital
- \* Return our instructional/supervision aide
- \* The importance of continued professional development in best practices to increase student engagement is foundational to our success and helping develop our new staff
- \* Fluency in reading and math is important so Clay wants to keep Reflex to increase math fluency and AR/STAR through Renaissance to encourage daily reading to aid in the development of fluency

Our surveys sent out to our Parent Community in December 2020 and March 2021 give 100% agreement that Clay provides standards-aligned instruction, that we value parents and guardians as partners in their students' education and values their input, and that we effectively address student attendance and absenteeism. 100% agree that the California State Standards are being implemented within the district to raise educational standards for; the general student population, English learner students, students with disabilities, low-income students, foster and homeless students, and 96.4% for advanced students. The parents feel confident with between 96% - 100% agree to responses that the district implements programs that address Bullying, alternatives to suspension, student access to health services, closing the racial/ethnic achievement gap, and student access to counseling services.

Student surveys collected in December of 2020 show that 92% of our students are happy to be at Clay School. 87% say they feel the teachers treat students fairly and 92% say they feel safe at Clay. 93% say they try hard to make sure they are good at their schoolwork and 72% say they try and because they are interested in their work. 88% want to work hard to try and understand new things at school while 92% say they are always trying to do better in their schoolwork. 92% feel there is a teacher or some other adult who really cares about them and 90% say there is someone who notices when they are not there. 92% report there is a teacher or some other adult who tells them when they do a good job and 97% feel there is a teacher or some other adult who always wants them to do their best. Only 10% of students reported "being made fun or called names" of 4 or more times in the last 12 months, but students felt it was not serious, just kids playing with each other. 90% of the students surveyed felt that students at Clay are well-behaved most or all of the time, and when asked, "Are you nice to other students?" 99% responded "All or most of the time." When asked what we could do as a school to make things better, the most frequent answer was nothing, but there are a few who would like to see iReady go away.

Many students want longer recesses, change the dress code, more fun things, etc. Overall, the relationship between the staff and the students is exceptional. I think continued conversation about their needs and wants is critical for our students to feel heard and continued clear communication around the "why" we have to do certain things is critical to their understanding as to why we do what we do.

Overall, the kids just want things to get back to normal and do the things they used to do and the way they used to do them. We will model much of our LCAP in the future around what we have done in the past as it has proven to produce successful, hard-working, happy students who want to work hard and do well.

From March 19th to June 3rd all students received face-to-face instruction from 8:15 - 2:15 with no distance learning. As the weather warmed up and we could spend more time outside there were longer periods of time where the students began to feel like school was a bit more normal and that helped the overall spirit of the school tremendously.

## **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](mailto: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.

### **Annual Measurable Outcomes**

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.

### **Actions/Services**

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.

### Analysis of In-Person Instructional Offerings

- 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.

### Analysis of the Distance Learning Program

- 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.

### Analysis of Pupil Learning Loss

- 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.

California Department of Education  
January 2021



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clay Joint Elementary School District	Judith Szpor Superintendent/Principal	jszpor@clayelementary.org 559-897-4185

### Plan Summary [2021-22]

#### General Information

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

Nestled in the rural central valley with views of the snowcapped Sierra Nevada mountains in the winter, pink and white blossomed fruit trees in the spring and fruit laden trees at the conclusion of the school year, Clay Elementary School is a one-school district located near Kingsburg, California. When the morning bell rings, students and staff members gather from all areas of the school to the center of campus for an opening ceremony. The principal greets all students; announcements are made, birthdays are recognized, and new students are welcomed. After our oldest Cougars lead the Flag Salute and an inspiration charge is given to do their best, practice their P.A.W.S. and a hearty GOOOO COUGARS, students are dismissed to their classes and the instructional day at Clay School begins. Clay maintains a long-standing tradition of excellence and high expectations from its community.

Since 1880, Clay School has been a shining star in south Fresno County and the greater Kingsburg community. A kindergarten through eighth-grade school, Clay began as a one-room school and is now a beautiful, yet modest, rural country campus with an enrollment of 248. Some of the students at Clay, both past and present, are second, third, and even fourth-generation Clay students. Many traditions of the school have been maintained over the years, such as the whole school gathering together for the flag salute. Clay students benefit from added upgrades to the school campus such as a beautiful music room, a library/media center, a learning center, a multipurpose building, as well as a kindergarten suite.



The Clay staff is one of exceptional experience and loyalty to the school district. Clay School enjoys a staff who are eager to wear the many hats being part of a small district requires. The certificated staff includes the Superintendent/Principal, a Special Education/MTSS Teacher, an Intervention/English Language Development (ELD) Specialist, 9 classroom teachers, and a full-time music teacher/librarian. The classified staff includes four instructional assistants, one of those being a PE specialist, a food service assistant, an administrative assistant, a chief business officer/HR Director, a Director of Maintenance/Operations/Transportation/Technology, a full-time grounds/custodian, and one part-time custodian. We have three members on the Governing Board of Trustees. The Clay community is tight-knit and acts as a large family to ensure the best educational experiences and environment for all Clay students. The community shares common expectations for learners.

Our vision statement sums it up nicely: 'One Community, One Goal: to Exceed Expectations!' We work hard to provide a safe environment that is conducive to learning. There is a special bond that is shared among staff, students, and parents. Students and parents feel that our school represents an ideal, safe, educational setting where a child experiences the security that is necessary for learning to take place. The district is one of choice for many families residing in southern Fresno and northern Tulare Counties. Parents arrive at Clay to complete an inter-district transfer interest form soon after the birth of their child. Consequently, approximately 80% of the students at Clay are enrolled on inter-district transfer permits from neighboring school districts. Our small school atmosphere reflects respect, conservative family values, and a strong sense of community. The Clay School parent population is generous with its time and donates countless hours as classroom volunteers, trip and activity chaperones, as well as most other tasks requested by school personnel.

Each class at Clay School represents one grade level and usually averages 27 students per class. However, during COVID our numbers dropped from 246 to 212 as some chose to home school or move to private schools. However, the Clay student population ethnic composition remained close to the same of 2.36% Asian, 0.47% Pacific Islander, 31.3% Hispanic/Latino, 63.21% White, and 1.89% two or more races, with .94% not reported. Up to 15% of the students ride the bus to/from school, and 13% take advantage of the free and reduced-price lunch programs offered. Our Clay Cougars continue their outstanding achievement as they attend high school. Over the years, Clay has consistently had at least one student represented among the group of Valedictorians in our feeder high school. Local high school teachers have communicated that Clay graduates are "always well prepared."

Clay School is committed to providing a high-quality academic program. Our teachers present a rigorous and challenging curriculum that is aligned with Common Core Standards. Assessment is used to confirm the alignment of our teaching to our goals and expectations. Our California Assessment of Student Progress and Performance (CAASPP) scores are far above the statewide averages in both Math and English Language Arts.

Our goal is to champion; "ardently defend the passion and purpose," for EACH Clay Cougar and promote each student's intellectual, ethical, emotional, social, and physical growth, and prepare each student to become a productive and responsible member of our society. In addition to the community and culture of the school, the many statewide recognition and national distinctions have kept families interested in pursuing education for their children at Clay. Clay was recognized as a California Distinguished School in the years 1997, 2000, 2004, 2008, and 2014, and was honored as a National Blue Ribbon School in 2000-2001 and 2017-2018. It is the desire of all stakeholders to maintain and uphold the principles on which Clay was founded; excellence in education, provide diverse opportunities and raise strong, moral character that positively contributes to the community,

As part of the LCAP process, you must be informed that some Metrics do not apply to Clay because we are a K-8 school. Non-applicable metrics include the high school metrics; A-G course completion, CTE sequence of study, AP scores, EAP scores in ELA and math, dropout rate, and graduation rate. All other metrics are applicable and will be reported in this LCAP. Metrics that do not apply to Clay are the English Learner reclassification and the percent of English Learner students who make progress towards English proficiency because Clay has fewer than 30 EL students and data is not displayed for under 30 students.

## Reflections: Successes

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

From the last CAASPP results, one can see that Clay School has worked hard under the vision 'One Community, One Goal: to Exceed Expectations!' As a community, Clay met the ultimate goal in achieving a Blue rating on the dashboard in all four recorded categories, ELA, MATH, Chronic Absenteeism, and Suspension Rate. This was by far a HUGE success to celebrate! The next area of success was the overall growth of 7.4 points in the distance from standard in math. Another huge success! Before the dashboard results officially came out, Clay certificated staff analyzed the 5-year trend data of the CAASPP scores. The data showed that the distance from standard numbers had been in the decline even though the proficiencies were still helping Clay maintain green dashboard status in both ELA and Math. Using the Improvement Science method of a Plan - Do - Study - Act cycle, we determined the reason for success and missed opportunities in both ELA and Math that helped develop the next steps. Strengths determined for ELA were Guided Reading - targeted instruction, DEN (Differentiated Instruction for Every Need) time which is targeted/protected differentiated time, Units of writing from Lucy Calkin, Accelerated Reading, Million-word club, and continued use of the progress monitoring tool, iReady. Strengths determined in Math were Eureka aligned curriculum that teaches math specifications, it's complex and digs deep giving students real-life applications. Additional strengths noted were number talks and the progress monitoring and intervention with iReady. After sharing official data with stakeholders as well as all staff, it was a unanimous decision, "Keep doing what you're doing!" but do it better by reaching deeper and wider. The main findings were how to focus on each individual with specific goals, using the monitoring progress of iReady, AR, DRA, and teacher-made assessments. By monitoring individual student data with conferences, will ensure the continued success of our special education students, English learners, and low-income students.

Clay Elementary is one of the highest-performing schools in Fresno County. CAASPP results from the spring 2019 "All" group reported that Clay recorded 59.4 points above standard in English Language Arts only a -2.3 points decline so a BLUE maintained. In Math Clay recorded 50.9 points above standard which measured an increase of 7.4 points. We saw the effects of our Math intervention when our English Learners grew more than any subgroup with an increase of 61.2 points and broke the proficiency mark of 2.4 above. Our students in the Economically Disadvantaged subgroup also grew more than the ALL group by double with a growth of 17.3 points and 26.6 points above standard. The white subgroup increased by 8.3 while the Hispanic group grew by 13.2 in Math. While 3 of our 4 subgroups went backward in ELA with our white group at -1.6, Hispanic at -1.3 and our Students with Disabilities a -9.8 our English Learners made an impressive growth of 23.2 helping them break the proficiency with an overall 5.6 above. The effort to continue this progress to close the achievement gap is paying off with the implemented math intervention facilitated by classroom teachers for any students deemed eligible and in need. Along with continuing this service, professional development is planned annually. Following the previous year K-8 ELA/ELD curriculum training, professional development is provided on Hattie's Visible Learning and best teaching practices that yield the biggest academic growth. Additionally, staff adopted the new Amplify science curriculum with professional development received on two different occasions. Our

training in and focus on Thinking Maps as planned starting in the 2020-2021 school year has not only shown huge growth in our student writing particularly in grades Kindergarten - 4th grade but has also helped our overall literacy as our numbers of students on or above grade level reading has grown exponentially.

Students in kindergarten through 3rd grade are assessed every trimester using the Developmental Reading Assessment (DRA). Kindergarten through eighth-grade students are also assessed online with the Standardized Test for the Assessment of Reading (STAR). All students take the i-Ready diagnostic in both math and reading every trimester. This also gives teachers information about student strengths and weaknesses within specific domains. Groups are formed after the intervention teacher, special education teacher and administrator have analyzed data. The team uses a shared google doc to input and color code numerous forms of data and use the results to see which students are making growth and which need more intervention. Clay offers a menu of evidence-based interventions that specifically address student needs in the areas of decoding, fluency, comprehension, phonics, phonemic awareness, and language. DEN is flexible, fluid, and allows Clay to meet the needs of each child.

With the onset of COVID, the Clay staff was able to maintain daily instruction immediately via distance learning. We were serving 100% of our students digitally by the middle of April. Those students who did not have initial service at home still maintained their participation by finding wifi at other locations. We had average attendance in the high 90%. We were not able to assess the students appropriately during this time as we could not monitor testing environments. So, as we moved to assess growth or loss during the COVID months, we used iReady and DRA in lieu of the CAASPP. Our Students with Disabilities started receiving face-to-face instruction the first week of school during the 2020-2021 school year, with cohorts for those interested shortly thereafter. 210/211 Clay students were back in session on campus with face-to-face instruction by November 3. We offered four hours on campus with a small amount of asynchronous work still at home. In January we were able to give the iReady assessment to all students in similar environments and offer needed accommodations. Therefore, we felt the January 2020 and January 2021 results could give us a good indicator of the growth of the students in one year which would include all distance learning calendar days.

Our data validated that our intense efforts during our in-person learning times have really paid off as well as the immediacy of our actions when the COVID crisis first hit in March of 2020.

These scores represent an increase or decrease in annual growth measured from January 2020 to January 2021 using DRA or iReady.

#### Kindergarten:

93% of our kindergarten are reading at grade-level equivalency in our DRA assessment and progress monitoring with 40% at or above in ELA and 47% at or above in Math using the iReady measurement tool.

#### First Grade:

96% are at or above GE up 5% from 91% from January 2020 to January 2021

Using iReady the Math scores increased by 1% from 39% to 40% from 1/2020 to 1/2021 and in ELA a decrease of 24% from 52% to 28%.

#### Second Grade:

95% are at or above GE up 17% from 78% from January of 2020 to January 2021

Using iReady the Math scores decreased by 2% from 22% to 20% from January 2020 to January 2021 and in ELA increased by 13% from 17% to 30%.

#### Third Grade:

Using iReady the math scores decreased 6% from 25% to 19% from January 2020 to January 2021 but increased 40% with 60% meets or exceeds by March and in ELA decreased by 1% from 30% to 29% but increased 40% with 70% meets or exceeds by March assessment. 100% of the students made growth with no loss from January 2020 to March 2021.

#### Fourth Grade:

Using iReady the math scores increased by 3% from 12% to 15% from January 2020 to January 2021 but increased 39% with 54% meets or exceeds by March and in ELA an increase of 15% from 16% to 31% but increased 23% to 54% meets or exceeds by March. 96% of the students made growth in ELA from January 2020 to January 2021, only 1 dropped from Above GE to at GE. 93% made growth in math. 1 student stayed the same. 1 student dropped slightly from January 2021 - March.

#### Fifth Grade:

Using iReady the math scores stayed the same at 29% from January 2020 to January 2021 but increased by 29% with 58% meets or exceeds and in ELA a decrease of 8% from 25% to 17%, but increased 25% with 42% meets or exceeds by March. In ELA 96% made growth from January 2020 to March 2021. 1 student stayed the same. In Math, 96% made growth from January 2020. 1 student dropped slightly.

#### Sixth Grade:

Using iReady the math scores increased by 4% from 15% to 19% from January 2020 to January 2021 but increased by 40% with 59% meets or exceeds and in ELA a decrease of 4% from 26% to 22% but increased 22% with 44% meets or exceeds by March. In ELA 96% made growth from January 2020. 1 student went back from Above GE to at GE. In math

#### Seventh Grade:

Using iReady the math scores increased by 49% from 15% to 64% from January 2020 to January 2021 but increased by another 7% with 71% meets or exceeds and in ELA increased by 18% from 37% to 54% but increased by 14% with 68% meets or exceeds by March. In ELA 86% made growth from January 2020. 4 students scored less with 2 still maintaining GE. 96% made growth from January 2020 with 1 student going back only by points but maintaining GE in math.

#### Eighth Grade:

Using iReady the math scores increased by 2% from 48% to 50% from January 2020 to January 2021 but increased an additional 33% with 88% meets or exceeds by March and in ELA increased by 2% from 44% to 46% but increased 14% with 58% meets or exceeds by March. 81% made growth from January 2020, but of the 5 students that digressed two went from Above GE to at GE and 3 maintained their level of performance level just dropping slightly in points at their level. In Math, 96% showed growth from January 2020 with 1 student dropping 3 levels but slightly improving from January 2021 - March.

This data shows us that we have typical ebbs and flows, but doesn't show significant learning loss from January 2020 to January 2021 and we even show some significant growth primarily in DRA in the lower grades and overall growth in our Jr. High students.

The Chronic Absentee rate at Clay School declined 0.7% for a 2019 average rate of 1.6% which is well below the state average of 10.1%. Chronic Absenteeism represents absences, for ANY reason, of 10% or more of current days of school. Our attendance during the COVID closure remains above 95%. Once we returned to in-person, our attendance jumped to an average ADA of over 98%.

PBIS is implemented at Clay and we operate daily under the expectations of P.A.W.S. Clay had 1 suspension in the 2019-2020 school year, therefore, increasing in their suspension rate from the year before with 0% suspension rate in 2018-2019.

### 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.

Prior to COVID, while Clay's 5-year trend data shows high levels of proficiencies, it also shows a decline in performance in distance from standard representing some students going backward. Clay made some huge growth in distance from standard during the 2018-2019 school year resulting in a BLUE rating in all 4 recorded areas of the dashboard. While we celebrated with great success, we still saw areas where we are clearly not meeting the need of all students as we decreased once again in our overall points in ELA with -2.3. Clay also saw a disparity in our Chronic Absenteeism for our Socioeconomically Disadvantaged students as they are to bands below the "All Students" group on the 2019 dashboard. During the 2020-2021 school year we took intentional steps to address this disparity with increased phone calls, conversations, and offers of assistance which made a difference. We hope to continue practices learned during COVID closures and increase our connections and reaching out to these particular students and families.

Before the dashboard results officially came out, Clay certificated staff analyzed the 5-year trend data. Using the Improvement Science method of Plan - Do - Study - Act where we determined the reason for success and missed opportunities in both ELA and Math that helped create next steps.

Our areas of need in ELA as determined by certificated staff were; increased confidence in the adopted materials and an increase in the fidelity to iReady. Stakeholders only asked for one thing, an increase in the teaching of writing across the grades Kindergarten through eighth grade. Professional development was planned for the 20-21 school year and delivered which gave us a chance to dive deeper into the writing opportunities provided within the adopted curriculum by training for Thinking Maps.

Although we made some great growth in math in 18-19, there were still some identified missed opportunities. The teachers brainstormed ideas for specific intervention after school to continue to close the achievement gaps with those students showing signs of struggle, again lack of fidelity to iReady, lack of online supplemental materials - lack of online access, and the lack of time in Kindergarten to address math at a deeper level. It was felt that Kindergarten needed more time. To address these needs we did a 5-month study with a parent survey to determine the possibility of a full-day Kindergarten in 2020-2021. In addition to that, we added intervention before and after the winter break

as a math booster. Students were selected based on low iReady scores. Finally, Khan Academy is being used more as an online tool of intervention as Clay has recently secured an updated connection to be able to watch the videos in Kahn.

The above-mentioned plans were created in the fall of 2019 after reviewing the 2018-2019 data and came to a halt in March of 2020 when COVID shut us down along with the rest of the nation. During the course of our closure and return to in-person instruction starting with cohorts in September 2020, gradually increasing from 2.5 hours to, 4 hours with 99% of our students on campus, then 6 hours in March 2021, we have learned that what we have in place for our students pre-covid is working, to the extent practicable in a hybrid setting. As we returned to school and started in-person learning, the students started to show significant growth. Rather than being able to offer our intervention/DEN program, we kept our most needy students in the afternoon for small group intensive intervention and instruction. We saw continued growth in those students. Finally, with a full return in March 2021, one year after our shut down, we were able to start up our DEN intervention program again. During the 2020-2021 school year we had made a focus on fidelity to our curriculum, but with 2 brand new teachers to the curriculum and fewer hours to teach, the focus was fluency which was accomplished. The two new teachers focused on reading fluency and writing, but felt that there was not enough time in the hybrid situation to really develop any fidelity to the curriculum. In addition, due to threatened budget cuts, we moved our intervention/curriculum coach back into the classroom for the 20-21 school year so there was less support provided for our new teachers.

The 20-21 school year started in distance learning. Kindergarten was board approved to go a full day and returned to a full day in Spring of 2021. In meeting again with stakeholders and asking for feedback in the spring of 2021, it is a unanimous opinion that Clay stays the course with the above-mentioned plans. The stakeholders also agree that fluency in math needs to be a priority to support the proficiency and pacing of our adopted curriculum. To further support the fidelity to iReady and our CKLA adopted ELA curriculum, Professional development is needed for Clay's newest staff. During the professional development, there will be a focus on the vertical spiraling that happens in the curriculum and the importance of following the curriculum. We will work on the alignment from K - 8th.

Our training in and focus on Thinking Maps as planned above starting in the 2020-2021 school year has not only shown huge growth in our student writing particularly in grades Kindergarten - 4th grade but has also helped our overall literacy as our numbers of students on or above grade level reading has grown exponentially. While we see huge successes in our K-4, our older students are making progress albeit a bit slower because this is a new way of organizing information for them. One goal is to create an assessment piece for writing so we can better measure progress in the area of writing. Our data provide evidence that increased writing impacts an overall increase and fluency in literacy, particularly in the lower grades. During our stakeholder meetings in the spring of 2021 100% agreed CJESD needs to continue in the implementation of Thinking Maps and provide Professional Development that takes the staff and students to the next level

In preparing this LCAP, the staff spent time with another review of our iReady and DRA data and overall school plan in the spring of 2021. After a Plan-Do-Study-Act process we realized in addition to maintaining fluency in reading with a maintained focus on Thinking Maps and writing, fidelity to iReady, and our adopted curriculum in both ELA and Math, we have noticed a need for fluency in basic math facts. While students are quick to understand difficult concepts, their ability to quickly solve problems is hindered due to the inability to quickly and accurately produce multiplication and addition facts in the process. In sending out several stakeholder surveys, there is unanimous support to continue professional development and school-wide focus in writing development, our DEN intervention program, and return our Intervention/ Curriculum Coach back to the full-time position and rehire a 4th-grade teacher and PE aide to fill the vacancies.

## LCAP Highlights

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

The Clay Joint Elementary School District Contains 3 goals designed to primarily increase and/or improve services for our unduplicated student population and maintain or improve services for all students.

- 1.) Maintain a Culture of high-quality education in an environment designed to increase academic achievement of all students and subgroups and provide them with opportunities to develop their greatest potential.
- 2.) Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students.
- 3.) Students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards.

The areas of focus noted here reflect the current priorities of our stakeholders. Seven years ago, Clay began a multi-tiered system of support approach to intervention for both academic and behavioral issues. The first part of the system was the development of DEN (Differentiating for Every Need). DEN was created as a way to reach every student and provide services for each individual student's need. DEN is a school-wide intervention system that allows 30 minutes a day per class where students are engaged in tier 1 enrichment with the classroom teacher, or deployed to either a tier 2 or 3 intervention group led by our intervention teacher and instructional aides or pulled for special education service. An essential component to the success of DEN time is the agreement that teachers will not teach any new material that all students are expected to learn while some of their students are out of the class for DEN time. The students who go to DEN are given explicit instruction based on their needs and are regrouped every 6-8 weeks depending on progress on weekly progress monitoring and a variety of end of session and trimester assessments. While DEN is accessible for any student who needs academic intervention, and the intervention content area focus is reading, positive impacts are noted across subject areas and subgroups. It is evident that improving reading and comprehension for all students also improves their reading and comprehension of math problems. In addition to our priority on learning is safety. The classrooms for grades 4-8 and our Learning Center are housed in 25-30-year-old portable buildings. The governance team recognized the lengthy process to secure new facilities. We have secured eligibility for State Financial Hardship Funding and have earned approval of plans from the CDE and Department of School Architects (DSA). It is anticipated that funds will be received and construction will begin in 2022.

Due to Clay School being located in a rural area, the staff at Clay place a great emphasis on promoting civic engagement across the grade spans and through school-wide systems. Actively involving our school community in service projects sets the stage for positive involvement as citizens. It teaches students not only to receive but to give back to our supportive community. Examples of service include clean campus duty rotated weekly amongst every grade, volunteer work in the school-wide ballroom, assisting with lunch service, serving as a book buddy

with a younger student, peer tutoring, cross-age tutoring, daily flag display and retirement, daily announcements, food drives, gift drives, and hand-made thank you notes upon receipt of donations. Students in 6th-8th grade have many different leadership opportunities ranging from K5 movie night organization, jog-a-thon leadership, yearbook, track day, and student council to Positive Behavior Interventions & Support (PBIS) student leadership. Clay Garden Club students volunteer their recess time working in the school garden tending to crops that they later donate to local families.

Based on survey results, meetings, and conversations, all stakeholders have a strong desire to maintain the practices and traditions at Clay Joint Elementary.

Previous to COVID we had the theme in our LCAP for Clay Joint Elementary to maintain and grow current practices with a deeper and wider lens to reach ALL kids in ALL subjects while maintaining our target on our unduplicated student population. Even with an all-blue dashboard, we know we have students that did not grow as shown in our ELA scoring a loss of almost 3 points on the dashboard distance from standard. Yes, it's enough to maintain and result in a blue ranking, but it means that there were students that did not grow. We have met as a staff, with the students, with parents, community, and special education stakeholders to gather ideas on how to better meet the needs of ALL of our students. Our data shows that much of what we are doing at Clay is working and we are growing. However, feedback has lead us to make efforts to fine-tune our communication to parents, incorporate a stronger writing component in all academic areas, and empower the students to take more responsibility to know where they are in their learning, communicate that learning in student-lead conferences and set academic goals with plans on how they will meet their goals. Now, a year without a normal schedule due to COVID, our reactions and plans are much the same, but with more intensity and intentionality. With our quick return to in-person learning, using the above-mentioned strategies, including the implementation of a strong writing framework using Thinking Maps, our students are demonstrating tremendous growth. We are taking the CAASPP in the spring of 2021 to get a true measurement of their overall growth or decline, but used our progress monitoring tool, iReady, to measure annual growth.

We will maintain the current practices in PBIS. We completed our all-staff social-emotional training, provided by the county-funded All 4 Youth. Again, we want a deeper and wider understanding of the specific needs of our kids so that we can better meet those needs. Based on our LCAP survey, our parents support everything we have done and plan to do with a minimum 90% agreement and many categories in the 100% margins. Through the COVID crisis, we have established a very trusting relationship. We communicated ideas and plans and when given the go-ahead, we had the data to move forward quickly because our parents, staff and board, were in agreement and ready to go. We had communicated in July 2020, that as soon as we were given the opportunity we would apply for the Waiver to open our school. Over 90% were already sending their kids to school under cohort guidance when we received our waiver; the first waiver for a public school in our county. We opened under the waiver the day after the approval, September 23rd. Due to our size and our increased methods of communication, support from the governing board, district administration, and the individual teachers, parents were able and willing. Our information was much easier available and accessible on our new website as well. We gave many more opportunities for stakeholder feedback during 2020-2021 as we were more frequently meeting with Board Members, sent out more frequent parent surveys, and made phone call follow-ups to get 100% feedback.

The K-8 staff continues working with the Kennedy Center's Any Given Child arts initiative plan to bring more fine arts to the Clay students. This last spring Clay held an outdoor VAPA event and focused on the visual arts since performing arts were difficult under the COVID restrictions. The parents and community that came out were very impressed with the art display. As a result of their feedback, we will



increase the visual arts while maintaining the strong performance arts we already have. VAPA is a program that is a high priority to the Clay community.

Due to the circumstances with COVID, our staff has had to have constant communication on feedback for their willingness for the next steps. Based on previous feedback and feedback this year, we will stay on track with our personnel and positions (replacing any or all positions lost to COVID budget projections), maintain the efforts towards new buildings (projected funding in March of 2022) at our school site and increase the extracurricular opportunities for all students to tap into their individual interests.

### 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.

Clay JESD/ Clay Elementary School is not identified for Comprehensive Support and Improvement.

#### Support for Identified Schools

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

N/A

#### Monitoring and Evaluating Effectiveness

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

N/A

## Stakeholder Engagement

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

The Clay Superintendent presented detailed information to and requested input from the Clay Board of Trustees, all staff, students, and parents/community at scheduled meetings or with a survey. A very healthy circuitous process happens as all stakeholders analyze the same data that drives our next steps. The data and suggestions/plans for the next steps are shared with the parents, board, and students. Feedback is received and returned to the staff where possible modifications are made to the plan and the process repeats. LCAP input was gathered from the public and trustees the first Tuesday of each month; from Parent-club/community the second Wednesday of each month; certificated staff every Monday, and All Staff the last Monday of each month. Many surveys were sent out via Google to all parents, board of trustees, staff, and student representatives. Survey Input collected was referenced to establish current LCAP goals and after March 2020, COVID conditions affecting our stakeholders. IN addition to the meetings listed below, the Superintendent has monthly SELPA meetings where important LCAP information and guidance are given.

2019

August:

preliminary data was shared with the whole district staff. Staff summarized anticipated wins and growth opportunities for improvement. Our All4Youth staff member shared with the staff the services she would be providing for our school district as funded by the Fresno County Superintendent of Schools to better support the social-emotional needs of our students.

September:

5-year data trends of CAASPP data were shared. A Strategic Action Plan with Theories of Action was developed by certificated staff based on the data for instruction in ELA and Mathematics. PBIS practices and opportunities to improve culture and climate on campus were discussed and plans were made to create a specific PBIS team to create a handbook to create and maintain continuity and improved communication from year to year and with new staff and families as they come and go.

October:

With theories of action, the District Created Strategic Action plan was shared with the board requesting feedback during our October meeting. Teachers spent many of the Mondays reviewing current data creating individualized SMART goal reports for conferences to better meet the needs of ALL students. Students were asked to share their own feedback on what they needed in the individual meetings with the teachers and the goals were built upon the feedback between the student, teacher, and eventually parent at the Parent/Teacher/Student conference. LCAP goals were shared and reviewed with District staff. In this same meeting the Special Ed teacher shared on how we meet the needs of our students with IEPs, our intervention teacher shared how we place students into intervention groups as well as how we meet the needs of our EL learners and our Director of Maintenance shared on the process of facilities and building projects throughout the district. In the Pawprint, the communication goes home to all parents.

November and December:

The Superintendent met with the first two parent groups for PAC meetings 1 and 2. During these meetings, we shared the LCAP process, LCFF process, and roles as members of the PAC serving Clay Joint Elementary School District. We shared the current goals, the 5-year

trend data as shared with the district staff, and then shared the Strategic Action Plan and Theories of Action as set in place by the certificated staff. We then shared the new dashboard results and asked for feedback on what they would change and what they would keep. The updated dashboard results were also shared with the CJESD Board members. PBIS team met for the first time to analyze current data, samples of handbooks to streamline organization that will lead to better and more comprehensive communication for the website and parents to better understand what we are doing at school. Part of the feedback from the staff was that a missed opportunity for poor performance was that CJESD did not have a full-day Kindergarten. A survey was sent to current Kindergarten and First-grade families of their interest in moving towards a full-day Kindergarten in the fall of 2020. In the Pawprint, the communication that goes home to all parents, the Superintendent shared the data and findings from the dashboard and requested that parents share any ideas or concerns they might want to be considered as the new LCAP was developed.

January: We reviewed local assessment data using iReady to measure the progress of our students. This took us back to our Theory of Action where we had to ask the question, "Is what we are doing working?" The same data was shared with the board. LCAP surveys were distributed and completed by all district staff, certificated, and classified. In the Pawprint, the communication goes home to all parents.

January 2020 Full Day Kindergarten Survey  
January 2020 CJESD Certificated Staff Survey  
January 2020 CJESD Classified Staff Survey  
January 12, 2020, PAC Meeting  
February 11, 2020, PAC Meeting  
March 9 2020 Parent LCAP Survey  
March 9 2020 Parent Climate Survey

COVID HIT: The majority of these meetings were ZOOM meetings and google surveys. From March 2020 through August 2020, ALL parents were called to answer the survey who did not respond on their own for 100% feedback until we returned to in-session school in November 2020.

April 2020 COVID Parent Survey  
May 2020 COVID Parent Survey  
July 2020 COVID Parent Survey  
August 2020 Parent Club meeting and Parent Reception  
August 2020 School Site Council Meeting  
August 31, 2020, PAC Meeting  
September 2020 Parent Survey  
September 2020 Parent Club Meeting  
October 2020 Open Parent Night  
October 2020 Parent Survey  
October 2020 Parent Club Meeting  
SELPA Dec. 2, 2020  
December 2020 Parent Club Meeting

December 2020 Parent LCAP/Climate/COVID Survey  
December 2020 Student Climate Survey  
January 2021 Parent Club Meeting  
SELPA Meeting January 13, 2021  
February 2021 Parent Club Meeting  
SELPA Meeting February 17, 2021  
SELPA SGC February 25, 2021  
March 2021 Parent Club Meeting  
SELPA March 17, 2021  
March 2021 Parent Survey  
April Parent Club Meeting  
SELPA Meeting April 21, 2021  
April 2021 Parent/Staff LCAP Survey  
April 2021 Stakeholder LCAP/LOP/COVID Survey  
SELPA SGC Meeting April 22, 2021  
May 2021 Parent Club Meeting  
May 2021 PAC Meeting where the draft of LCAP was presented.  
SELPA SGC Meeting May 27, 2021

Clay has no bargaining units, but the staff meets once a month and the teachers meet weekly to discuss different components and contents of the 21-24 LCAP. We presented the draft of the LCAP to the PAC at our May meeting. They had no questions about the LCAP and approved as presented therefore the Superintendent did not need to respond to any questions in writing.

Finally, the LCAP was made available to the public. We held a public hearing on June 8. Public comment period was from May 27th - June 14th.

The final LCAP, the Local indicators, and the LEA budget were brought to the board meeting and approved by the board on June 15, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback from stakeholders has been 100% unanimous to maintain the goals Clay has in place while moving forward with the focus on writing, fluency in reading and math, maintaining and always improving the climate, culture, and communication. 100% want to maintain our DEN intervention program and return to the capacity that we had previous to COVID. In addition, it is encouraged by our stakeholders to keep looking for alternatives for our Jr. High students to have more of a variety of elective options. During this last year, the entire Clay community is just so incredibly grateful for the amount of time, under a variety of hybrid options, that our students have had face-to-face instruction. Some of our Special Education parents indicated a preference to return to a face-to-face speech teacher away from the teletherapy provided this year through Presence Learning while others do not want to change teachers stating the relationship was great and knowing that if distance learning returns, we already have a great system in place. Our students requested more safety in regards to more fencing or more frequent drills and to revisit the dress code for the girls and the length of their shorts. Overall the Clay community is highly satisfied with the daily operation and academics offered at Clay and wants to see the high levels of performance and success maintained. All are expectant on the imminent receipt of funding to begin our long-awaited west wing construction. After reading the survey results it was

unclear how we asked the students to elaborate on their question about being bullied. We clarified the results to indicate that there was a follow-up question.

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

Our LCAP development started with data. For the first time in Clay dashboard history, we had 4 blues in Math, ELA, Chronic Absenteeism, and Suspensions. What a celebration. In the fall of 2019, Clay certificated staff analyzed the 5-year trend data of the CAASPP scores. The data showed that the distance from standard numbers had been in the decline even though the proficiencies were still helping Clay maintain green dashboard status in both ELA and Math. Using the Improvement Science method of a Plan - Do - Study - Act cycle, we determined the reason for success and missed opportunities in both ELA and Math that helped develop the next steps. Strengths determined for ELA were Guided Reading - targeted instruction, DEN (Differentiated Instruction for Every Need) time which is targeted/protected differentiated time, Units of writing from Lucy Calkin, Accelerated Reading, Million-word club, and continued use of the progress monitoring tool, iReady. Strengths determined in Math were Eureka aligned curriculum that teaches math specifications, it's complex and digs deep giving students real-life applications. Additional strengths noted were number talks and the progress monitoring and intervention with iReady. After sharing official data with stakeholders as well as all staff, it was a unanimous decision, "Keep doing what you're doing!" but do it better by reaching deeper and wider. The main findings were how to focus on each individual with specific goals, using the monitoring progress of iReady, AR, DRA, and teacher-made assessments. By monitoring individual student data with teacher/student/parent conferences, we will ensure the continued success of our special education students, English learners, and low-income students. This Plan-Do-Study-Act was then shared with parent groups, PAC, Board, and sent out in the parent newsletter to inform the parents of our trend data and idea for maintaining our plan moving forward. 2020 and 2021 stakeholder feedback was synonymous with maintaining and refining the goals and actions in place.

Clay Joint Unified sent out an anonymous survey to all 4th - 8th-grade students. With 120 responses out of 130 students, we know we have a good representation of how the students feel. Overwhelmingly, the students feel safe and happy at school. 95% of 5th-grade students felt safe while 79% in 7th felt safe. The students indicated that they try hard at school and work hard to understand new things. Over 90% of the students believe there is someone at school who really cares about them and notices when they are not there. Approximately 3% responded negatively to this question. Students feel that there is at least one person on campus who wants them to do their best - this was at 100%. 97% of the 4th - 8th graders surveyed believe that there is someone on campus who believes they will be a success. From the student perspective, 87% of the students feel their parents feel welcome to participate at this school and over 80% feel that the school staff takes their parent concerns seriously. Over 92% feel safe at school and when asked on the same survey follow-up question what we could do to help them feel safer, most students responded "nothing" or "I feel safe enough already." However, a few mentioned keeping gates closed or get new gates, a few mentioned a tighter lockdown system, locks on doors, only one out of 120 mentioned taking bullying more seriously. When asked about bullying, over 90% of the students say they have been made fun of or called names less than 4 times in the last year. When asked in the follow-up question to elaborate all students indicated others were just messing around and didn't mean it. When asked if the school helps students solve conflicts with one another 11% said, "never." This is an area we felt as a staff we would like to improve on, especially as we build our conflict resolution approach. We want students to feel that conflict is handled right away.

Overall the satisfaction and safety rate among the students is above 90% with 100% of 5th graders feeling satisfied and 83% of our 7th grade feeling satisfied. A few student suggestions in addition to adding gates or closing the gates for safety were a change in dress code for girls shorts and get rid of our progress reporting system iReady.

We have already addressed the dress code and changed to a measurement of inseam, instead of the tip of their fingers. We have applied for a grant to add more gates to the school to have a one entrance school that protects our campus from intruders. We cannot get rid of iReady but are trying to provide some better understanding to the students so they understand the "why" behind its purpose. Safety features will be addressed with ESSER funds (in addition to our LCAP funds) to fulfill Goal 2 action 2 and dress code issues are addressed during our PBIS training in the classrooms which is supported in Goal 2 Action 3.

For our parent, board, administrative and staff survey we had 100% rating of good or better with 96% of that being a rating of outstanding for our response to the COVID crisis. 100% of those surveyed support the continued use of DEN and the intervention program we have here at Clay as supported in Goal 1 Actions 2 & 3. A few suggestions made were to increase communication about what DEN is and what their children are working on in DEN especially for our new parents. 100% surveyed agree and support the decision to include professional development around the area of Thinking Maps and developing proficient writers in our students as supported in Goal 3 Action 2. 100% support the extended opportunities already in place at Clay with encouragement to continue seeking ideas to broaden what we offer in Jr. High.

Of these same adult stakeholders 95.5% are very satisfied and 4.5% somewhat satisfied with the climate and culture at Clay School. There were no negative comments. Some parents suggested splitting two recesses into 3 to keep the 6th - 8th grade together, increasing communication just as a general rule and be prepared for counseling as a result of the COVID crisis. The parents requested the return of a PE position as supported in Goal 1 Action 3. 100% agree the district supports the implementation of state standards-aligned instruction and materials which prepare students for high school and beyond. 100% agree the district values parents/guardians as important partners in their student's education and actively seeks their input. 100% agree that the district effectively addresses student attendance and absenteeism, but we will continue to work on this area, especially our Sociallyeconomically disadvantaged by utilizing staff as listed under Goal 1 Action 1 and Goal 3 Action 3.

The superintendent had monthly and sometimes bi-monthly meetings with the Fresno County SELPA via Zoom post COVID.

There was no request to eliminate any actions and no request to add specific actions.

## Goals and Actions

### Goal

Goal #	Description
1	Maintain a Culture of high quality education in an environment designed to increase academic achievement of all students and sub groups and provide them with opportunities to develop their greatest potential.

An explanation of why the LEA has developed this goal.

At Clay, our ALL group and our White student group outperformed most state schools and represent one of the highest achieving districts in all of Fresno County. Still, there is an achievement gap in the Hispanic and Low-Income subgroups compared to the Clay All and White groups. Data shows that the achievement gap is being closed at Clay. Although statistically insignificant and unreported, our English Learner and Special Education subgroups are underperforming based on local data. When compared to other area and state data these same students are performing better than their neighbors. All students will have a broad course of study as measured by teacher schedules. The Clay team will continue to refine instructional practices to further close the existing achievement gap and maintain/improve overall student performance.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials or SARC review.	2020 - 2021 100% Properly Credentialed with no mis-assignments or vacancies				100% Properly Credentialed with no mis-assignments or vacancies
Sufficient core instructional materials as measured by annual board resolution of 'Sufficiency of Instructional Materials' or SARC review.	2020-2021 100%				100% sufficient instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards implemented as measured by State Reflection Tool	2020 - 2021 All state standards are implemented				Maintain a score of 4.0/5.0 or better Maintain implementation of state standards with sustainability.
State Standardized Assessments as measured by Math CAASPP scores Distance from Standard. Due to COVID there were no CAASPP Assessments administered in 2019-20. Local assessments were used to measure and monitor progress.  iReady Diagnostic Assessment MATH	2020-2021 90% of all students make annual growth in iReady 50% of all students meet or exceed grade-level standards by March diagnostic  CAASPP Baseline TBD				Maintain + 51 points above standard or higher  Maintain or improve the % of students who make annual growth on iReady
State Standardized Assessments as measured by ELA CAASPP scores Distance from Standard. Due to COVID there were no CAASPP	2020-2021 90% of all students make annual growth in iReady 50% of all students meet or exceed grade-level standards by March diagnostic				Maintain + 61 points above standard or higher  Maintain or improve the % of students who make annual growth on iReady



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments administered in 2019-20. Local assessments were used to measure and monitor progress.  iReady Diagnostic Assessment ELA	CAASPP Baseline TBD				
EL access to state standards/ELD standards by State Reflection Tool distance from standard met	2020 - 2021 All state standards/ELD are implemented				Maintain a score of 4.0/5.0 or better Maintain implementation of state standards with sustainability.

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire fully and appropriately credentialed teachers	Fully and appropriately credentialed teachers will be hired at all levels with monitoring and supervision by site/district administration support as planned by this action.	\$1,085,652.00	No
2	Intervention/ELD Teacher	According to state SBAC assessments and local data, there is opportunity to increase the English learners and low income populations academic achievement. Through research, we know that when properly implemented, targeted individualized support in English and math, students have greater access to improving missing skills and can reach current standards, especially when provided by credentialed teachers. To meet this need, credentialed teachers will continue to provide specialized direct instructional support to students	\$98,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
		through individualized and small group remediation and acceleration lessons in ELD and DEN, Clay's intervention program Differentiation for every need. As students' reading/math skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This action has been implemented since 2013 and has shown a continued increase in statewide SBAC scores for low income students and English Learners in both English and math.		
3	Reading Intervention Instructional Aides	According to our 2018-2019 CAASPP data and 2020-2021 iReady and DRA data, we know that our current programs are working while there is still a need to increase the unduplicated elementary students' reading/literacy foundational skills. Through research and experience we know that when properly implemented, targeted individualized support for student reading skills is an extremely effective approach to meeting this need. To meet this need, Reading Intervention instructional aides, including several bilingual paraprofessionals will continue to provide specialized direct instructional support to students through individualized and small group remediation and acceleration lessons. As student reading/literacy skills are brought closer to grade level through intensive support, the associated test scores and student reading efficacy increase. This action has been implemented since 2015 and has shown growth in the unduplicated and low-income students every year on either standardized assessments or local assessments when standardized assessments were not available. Our intervention program has proven to be so successful we are able to keep our Special Education numbers lower due to the success of early intervention school-wide. In addition, we have one instructional aide who supports the K-5 teachers in Physical Education.	\$61,376.00	Yes
4	Provide Basic Operating Expenses	To provide the highest quality of services and facilities to all students Clay will hire fully and appropriately credentialed Administration and experienced Management and all central office staff and includes all salaries and benefits of Superintendent, Business Office staff, Site Secretaries, Health office nurse/aides, general office materials, supplies, equipment and central office operating costs.	\$523,785.00	No

Action #	Title	Description	Total Funds	Contributing
5	Classroom Furniture, Instructional Materials and Services	Provide all furniture, materials and needed services to certificated and classified in support of students achievement, parent support and climate and culture.	\$80,630.00	No

### Goal Analysis [2021-22]

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

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

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	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students.

An explanation of why the LEA has developed this goal.

FIT reports a need to continue to update and maintain facilities. There is a specific need to replace the grade 4-8 portable classrooms and Learning Center as well as the kindergarten playground equipment. Building is projected to begin in 2022 on the west wing and the playground will be ordered and installed summer of 2021. PBIS interventions have proven successful with the maintenance of 1 or fewer suspensions in consecutive years. We've added the title of Learning Director to one of our current teachers as an administrative position to help facilitate a restorative justice component to add to our PBIS system. We want to maintain our suspension rate at or below 2% and maintain or improve student attendance to 98%. Stakeholder input to maintain or exceed current positive and safe environment and continue with staff/resources for comprehensive health education. Continue to contract for Nurse and Psychology services as well as maintain the partnership with All4Youth and FCSS.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained as measured by annual FIT or SARC review.	2020-2021 All (100%) site FIT scored "good" or higher				Maintain "good" or higher
Suspension Rate as measured by the CA School Dashboard.	2020-2021 Students 0%				Maintain 0%
Expulsion Rate as measured by the CA School Dashboard.	2020-2021 All students 0%				Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey % responses high levels for overall school connectedness. % responses feel very safe at school	2020-2021 Grade 5 - 100% Grade 7 - 83%  Grade 5 - 95% Grade 7 - 79%				Maintain Grade 5 - 80% or better Grade 7 - 80% or better  Grade 5 - 80% or better Grade 7 - 80% or better
Attendance as measured by district average attendance.	2020-2021 98%				Maintain 98% or higher
Chronic Absenteeism as measured by % students with 10% or more absenteeism (includes excused & unexcused absences)	2019-2020 1.6%				Maintain 2% or lower
Middle School Dropout Rate as measured by the Ca School Dashboard.	2020-2021 0%				Maintain 0%
Maintain or show an increase in parent participation in surveys, at advisory meetings, and curriculum nights.	2020-2021 78% of all parents participate in 3 school events; Back to School, Conferences and Open House.				Maintain or increase by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Transportation	To ensure student engagement in a rural school home to school transportation is required.	\$105,285.00	No
2	Safe Environment and Facilities	To provide a safe environment facilities and grounds must be well maintained. Collect maximum Developer Fees. With School Facilities Consultants and Architect work to secure grade 4-8 West Wing State Facility Hardship Funding which Clay qualified for in 2016-2017 and is anticipated to receive in 2022.	\$233,185.00	No
3	Academic and Behavioral Support Staff	Higher suspension rate and attendance rates of the English Learner, Hispanic, and the Socio-economically disadvantaged student demonstrates an area that must be addressed statewide. Our local data shows that our 2019 Dashboard Chronic Absenteeism rate for our socioeconomically disadvantaged students is significantly higher than "all students." Through research and experience, we know that additional attention and focus on meeting the underlying root causes of these needs will increase students' ability to become more appropriately engaged in the academic and social aspects of school. To address this need and maintain an orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential the district will provide a Teacher/Learning Director with oversight on PBIS and restorative justice, a Curriculum and Intervention position who will have oversight of Multi-Tiered Systems of Support (MTSS), a nurse and psychologist will be retained to provide academic and behavioral support of our unduplicated and at-risk pupils. This same team will monitor attendance with the attendance clerk and administrator, coordinate parent involvement events with a focus on support for the unduplicated students' family. As student socio-emotional, academic, and behavioral skills are	\$36,101.95	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>improved through these services and the very basic needs of students are addressed and met, overall student health and well-being will increase and open up more opportunities to focus on learning and appropriate socializing. We believe improving this action will be effective given the substantial research-based in support of MTSS and our current data of high attendance, and low suspension and expulsion rates. This action has been implemented since 2015 and will maintain this action as we anticipate maintaining low suspension rates, low chronic absenteeism rates, increased parent engagement, and high attendance.</p> <p>Additional costs of this action are embedded with Goal 1 Action 1.</p>		

### Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Goal

Goal #	Description
<b>3</b>	Students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards.

An explanation of why the LEA has developed this goal.

An achievement gap exists between the All Student group and the three subgroups: English Learner, Hispanic, and Socioeconomically disadvantaged/low-income. Local data is collected on English Learners as CJESD does not have enough EL enrollment to be reported to the state. Local data will be used to monitor progress and EL reclassification rates because the subgroup is statistically insignificant. Classroom observations and data collection indicate ongoing professional learning around common core standards would benefit staff and students. Professional learning is valued. Staff model life-long learning. Work to expand the collective staff interest to reflect and discuss obstacles collaboratively.

Clay Joint Elementary is in its 3rd year or more of all adoptions. The state-adopted core curriculum is fully integrated into our daily use and will continue to work towards sustainability as we train new staff to the established curriculum.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner annual growth as measured by local ELPAC annual growth data. EL numbers are too small at CJESD to be reported by CDE.	With less than 10 students reporting 33% met their annual growth as measured by local ELPAC growth data.				Maintain 32% or higher
Academic targets for K8 students in the subjects of science and social studies	2020-2021 Science 99% Social Studies 97%				Maintain Science 95% or better Social Studies 95% or better



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meet or exceed an end of year classroom grade of "C" or better from 80% or more of all students because these broad courses are not measured by state-wide assessments.					
Access to a broad course of study as measured by review of teacher and/or master schedules.	2020-2021 100% access to a broad course of study at CJESD				Maintain 100% access
Progress monitor subgroups across the broad subjects using standard aligned teacher made and/or local measures to include i-Ready.	2020-2021 75% met proficiency across the broad subjects and i-Ready.				Maintain 75% meeting proficiency across the broad subjects and i-Ready

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Library Media and VAPA Services	The district will provide Library Media and Vapa Services and instructional materials and supplies to include Math, ELA, NGSS, and VAPA for students that provide students the opportunity to use technology and access to expanded resources through the internet.	\$124,928.00	No
2	Professional Learning and Development	Our unduplicated students need the most access to differentiated instruction in core content areas to support closing achievement gaps on the SBAC. Research has shown that teachers who receive	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intentional and targeted professional development have improved instructional strategies for differentiation. Therefore, staff will engage in professional learning opportunities to develop new instructional strategies and supplemental instructional materials that are effective in meeting the needs of the LEA and the unduplicated students. As educators continue to develop their differentiation skills to personalize pacing, content, and assessments based on the individual needs of the learner, students will have greater access to content which will help close learning gaps and improve achievement. Since the inception of this action in 2013, Clay Elementary has seen an increase in student academic achievement on the SBAC. It is anticipated that this growth will continue by maintaining this action.		

### Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.21%	65,911

**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, CJESD has calculated that it will receive \$65,911 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: Intervention/ELD Teacher
- 1.3: Reading Intervention Instructional Aides
- 2.3: Academic and Behavioral Support Staff
- 3.2: Professional Learning and Development

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Clay Joint Elementary 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 \$65,911 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 3.21%. Our LEA has demonstrated that it has met the 100% 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
\$2,127,750.00	\$125,547.95	\$2,222.00	\$103,136.00	\$2,358,655.95

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,894,760.00	\$463,895.95

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Hire fully and appropriately credentialed teachers	\$1,017,326.00	\$46,690.00		\$21,636.00	\$1,085,652.00
1	2	English Low Income	Intervention/ELD Teacher	\$80,032.00			\$18,681.00	\$98,713.00
1	3	English Low Income	Reading Intervention Instructional Aides	\$30,688.00			\$30,688.00	\$61,376.00
1	4	All	Provide Basic Operating Expenses	\$523,785.00				\$523,785.00
1	5	All	Classroom Furniture, Instructional Materials and Services	\$47,100.00	\$33,530.00			\$80,630.00
2	1	All	Transportation	\$105,285.00				\$105,285.00
2	2	All	Safe Environment and Facilities	\$233,185.00				\$233,185.00
2	3	English Foster Youth Low Income	Academic and Behavioral Support Staff	\$8,349.00	\$23,725.95		\$4,027.00	\$36,101.95
3	1	All	Library Media and VAPA Services	\$73,000.00	\$21,602.00	\$2,222.00	\$28,104.00	\$124,928.00
3	2	English Foster Youth Low Income	Professional Learning and Development	\$9,000.00				\$9,000.00

### Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$128,069.00	\$205,190.95
<b>LEA-wide Total:</b>	\$128,069.00	\$205,190.95
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Intervention/ELD Teacher	LEA-wide	English Learners Low Income	All Schools	\$80,032.00	\$98,713.00
1	3	Reading Intervention Instructional Aides	LEA-wide	English Learners Low Income	All Schools	\$30,688.00	\$61,376.00
2	3	Academic and Behavioral Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,349.00	\$36,101.95
3	2	Professional Learning and Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,000.00	\$9,000.00

**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	
				<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
				Totals:		

## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.