

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SELMA UNIFIED SCHOOL DISTRICT

CDS Code: 10-62430

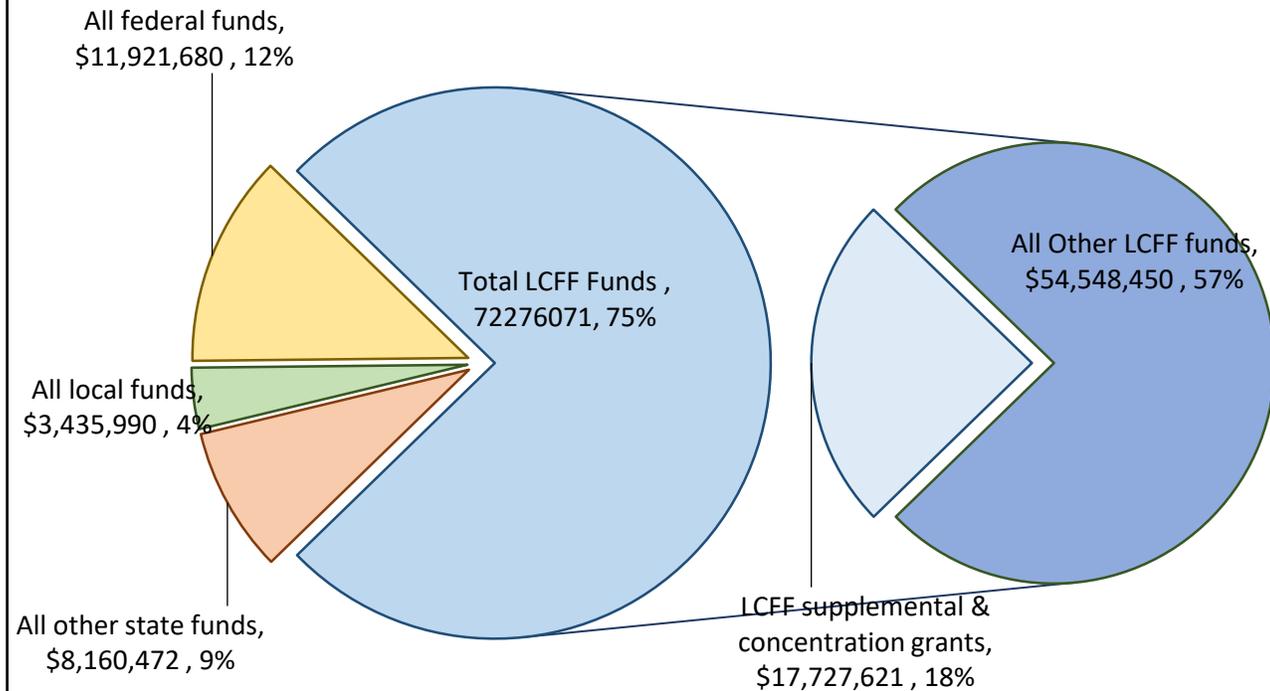
School Year: 2021 – 22

LEA contact information: Norma Barajas-Ruiz, Dir State & Fed

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

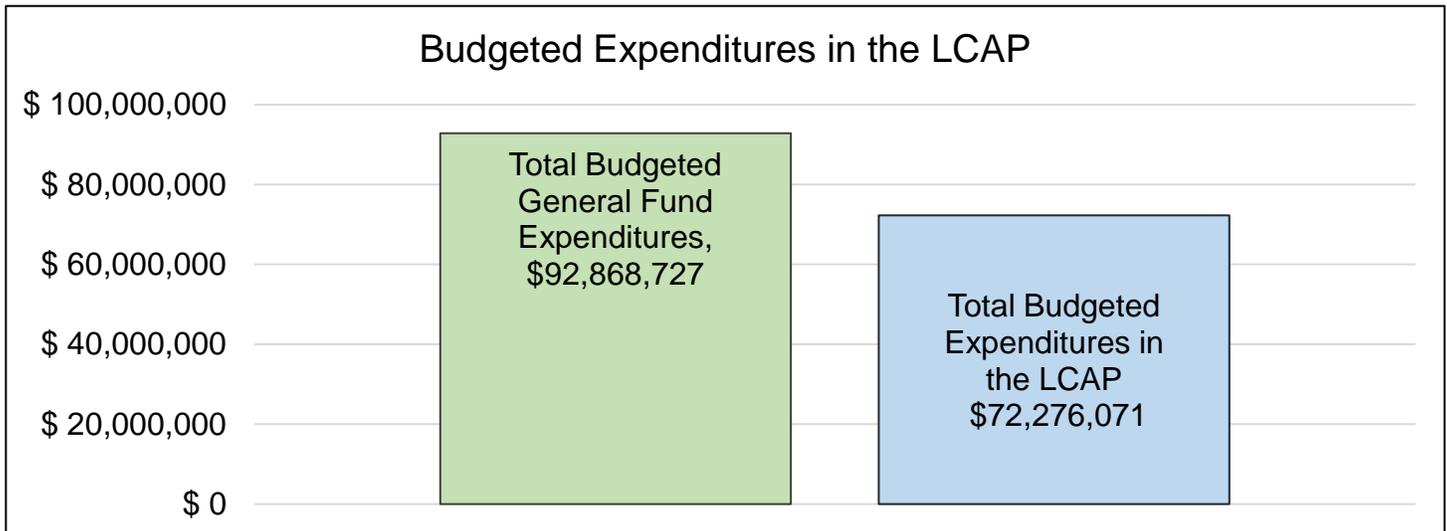


This chart shows the total general purpose revenue SELMA UNIFIED SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for SELMA UNIFIED SCHOOL DISTRICT is \$95,794,212.58, of which \$72,276,071.00 is Local Control Funding Formula (LCFF), \$8,160,471.58 is other state funds, \$3,435,990.00 is local funds, and \$11,921,680.00 is federal funds. Of the \$72,276,071.00 in LCFF Funds, \$17,727,621.00 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 SELMA UNIFIED SCHOOL DISTRICT plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

SELMA UNIFIED SCHOOL DISTRICT plans to spend \$92,868,727.00 for the 2021 – 22 school year. Of that amount, \$72,276,071.00 is tied to actions/services in the LCAP and \$20,592,656.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

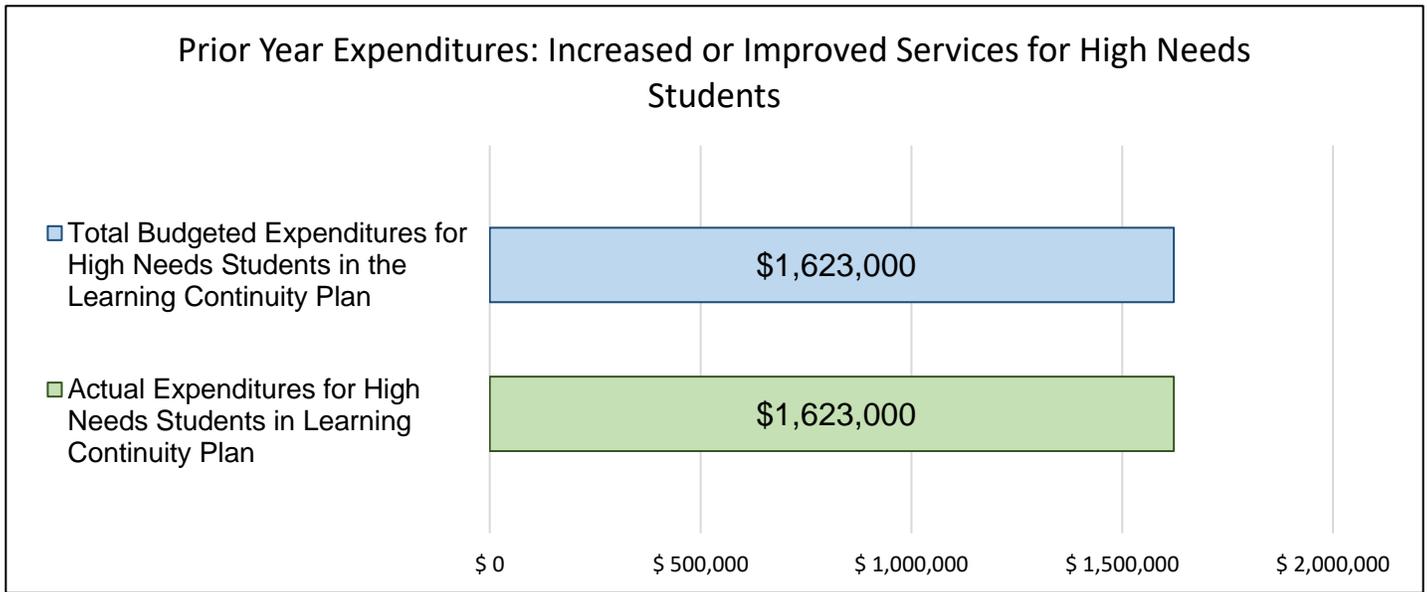
General Fund expenditures not listed in the LCAP include items such as compensation for regular classroom teachers, special ed staff, bus drivers, maintenance staff, custodians, clerical staff and administrators. Other expenses not in the LCP are classroom and office supplies, categorical expenditures, fuel, insurance and utilities expenses.

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

In 2021 – 22, SELMA UNIFIED SCHOOL DISTRICT is projecting it will receive \$17,727,621.00 based on the enrollment of foster youth, English learner, and low-income students. SELMA UNIFIED SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. SELMA UNIFIED SCHOOL DISTRICT plans to spend \$17,727,621.00 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 SELMA UNIFIED SCHOOL DISTRICT budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what SELMA UNIFIED SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, SELMA UNIFIED SCHOOL DISTRICT's Learning Continuity Plan budgeted \$1,623,000.00 for planned actions to increase or improve services for high needs students. SELMA UNIFIED SCHOOL DISTRICT actually spent \$1,623,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Selma Unified	Norma Barajas-Ruiz Director of State and Federal Programs	nbarajas@selmausd.org 5598986500

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

All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP ELA</p> <p>19-20 On CAASPP ELA for "all students" we will improve to 17 points below level 3.</p> <p>Baseline On 2016-2017 CAASPP ELA, the district maintained by improving 2.7 points on DF3.</p>	<p>On CAASPP ELA for "all students" we were -17.7 below standard, demonstrating that we maintained with -0.3 points.</p>

<p>Metric/Indicator CAASPP Math</p> <p>19-20 On CAASPP Math for "all students" we will improve to 48.3 below level 3.</p> <p>Baseline On CAASPP Math 21% of "ALL" students maintained status with a 4.2 point growth.</p>	<p>On CAASPP Math for "all students" we were -68.7 below standard, demonstrating that we increased with 3.4 points.</p>
<p>Metric/Indicator Reclassification Rates</p> <p>19-20 EL Reclassification goal will be 18%.</p> <p>Baseline In 2016-17 Selma Unified reclassified 370 (20.9%) students. The three year average (2017, 2016, 2015) is 15.5%.</p>	<p>The 2019-2020 reclassification rate was 10.2%.</p>
<p>Metric/Indicator Core Materials</p> <p>19-20 Provide all students (100%) with access to core materials documented by board resolution.</p> <p>Baseline All students were provided core materials as evidenced by the board resolution on September 22, 2016.</p>	<p>All students were provided with core materials as evidenced by the annual Williams report provided to the Governing Board.</p>
<p>Metric/Indicator Facilities</p> <p>19-20 Maintain "Good" or improve to "Exemplary" average on facilities report.</p> <p>Baseline In 2016-17 District wide average on facilities report was Good.</p>	<p>All facilities maintained "Good" or "Exemplary" on the facilities report for 2019-2020.</p>

<p>Metric/Indicator AP Exam Results</p> <p>19-20 32% of students taking an AP exam will score a 4 or above.</p> <p>Baseline In 2014-2015 25% of students who took an AP exam scored a 4 or above.</p>	<p>42% of students who took an AP exam scored a 4 or above.</p>
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Expected	Actual
<p>Metric/Indicator EAP-ELA</p> <p>Baseline In 2016-17 67% of students in 11th grade scored "ready" or higher in ELA.</p>	<p>In CAASPP 2019 the EAP in ELA was 57%.</p>
<p>Metric/Indicator Graduation Rate</p> <p>19-20 Graduation rate will be 95% for all students.</p> <p>Baseline In 2015-16 graduation rate was 94.6 for all students.</p>	<p>The graduation rate for 2019-2020 was 96% as documented district data reports.</p>
<p>Metric/Indicator A-G Completion</p> <p>19-20 44% of students enrolled in A-G courses will successfully complete the course.</p> <p>Baseline In 2015-16 41.2% of students enrolled in A-G courses successfully completed the course.</p>	<p>42% of students enrolled in A-G courses successfully completed them in 2019-2020.</p>

<p>Metric/Indicator EAP Math</p> <p>Baseline In 2016, 5% of 11th graders met EAP criteria.</p>	<p>In CAASPP 2019 the EAP in Math was 32%.</p>
<p>Metric/Indicator Properly Credentialed Teachers</p> <p>19-20 Maintain 100% level.</p> <p>Baseline 100% of teachers in Selma Unified are properly credentialed as determined in FPM 2016-2017.</p>	<p>In 2021-2020 1.5% of teachers were missassigned and there were no vacancies.</p>
<p>Metric/Indicator Standards Implementation/EL Access to State and ELD Standards</p> <p>19-20 Will maintain or improve from the previous year.</p> <p>Baseline The Federal Program Review of 2016-17 established standards implementation and EL access to state/ELD standards via daily/master schedules, Content/ELD and lesson plans.</p>	<p>The Federal Program Review conducted in January 2021 for 2019-2020 established standards implementation and EL access to standards via daily/master schedules, content/ELD standards and lesson plans.</p>
<p>Metric/Indicator Other Outcomes-Physical Fitness Test</p> <p>19-20 Increase students meeting 5 or more of the 6 standards by 2%.</p> <p>Baseline In 2015 20% of students tested in the Physical Fitness Test met 5 or more of the 6 standards.</p>	<p>In 2018-2019 33% of students met 5 or more of the 6 standards.</p>

<p>Metric/Indicator CTC Sequence of Study</p> <p>Baseline 2015 Snapshot report shows 0 students enrolled in CTC Pathways.</p>	<p>In 2019-2020 46.4% of 11th grade students completed a CTE Pathway.</p>
<p>Metric/Indicator ELPAC</p> <p>19-20 Growth goals will be determined based on ELPAC results from 2018-19.</p> <p>Baseline In 2017-18 a baseline for ELPAC will be established.</p>	<p>ELPAC for 2018-2019 demonstrated 9.7% of English Learners performed at the Well Developed Level, which is Level 4.</p>
<p>Metric/Indicator EAP-ELA</p> <p>19-20</p>	<p>In CAASPP 2019 the EAP in ELA was 52%.</p>

Expected	Actual
<p>Students in 11th grade scoring a "ready" on the CAASPP ELA will increase by 1%.</p>	
<p>Metric/Indicator EAP-Math</p> <p>19-20 Students scoring "ready" in 11th grade will increase by 1%.</p>	<p>In CAASPP 2019 the EAP in Math was 20%.</p>
<p>Metric/Indicator Broad Course of Study</p> <p>19-20 Maintain the provision of a broad course of study.</p>	<p>Maintained a broad course of study.</p>

<p>Metric/Indicator School Climate Survey</p> <p>19-20 For the average School Connectedness section the district will maintain or improve by .5 points. On the CHKS for the issue of students feeling safe in school, the district will maintain or improve by 1%.</p>	<p>The average for the School Connectedness section was 66%, and 67% of students reported feeling safe in school.</p>
<p>Metric/Indicator CTE Sequence of Study</p> <p>19-20 The CTE completion rate will increase by 1%.</p> <p>Baseline In 2016-2017 24% of 11th grade students completed a CTE course.</p>	<p>29% of 11th graders completed a CTE course.</p>
<p>Metric/Indicator CAASPP Proficiency Rates-ELA</p> <p>19-20 In 2019-2020 the district will improve from 44% to 48% proficiency on ELA CAASPP.</p> <p>Baseline In 2016-2017 41% of students met proficiency on the ELA CAASPP.</p>	<p>The proficiency rate for ELA in 2019 was 44%.</p>
<p>Metric/Indicator CAASPP Proficiency Rates-Math</p> <p>19-20 In 2019-2020 the district will improve from 24% to 29% proficiency on Math CAASPP.</p> <p>Baseline In 2016-2017 21% of students were proficient in CAASPP Math.</p>	<p>The proficiency rate for Math in 2019 was 24%</p>

<p>Metric/Indicator CAASPP ELA-SWD</p> <p>19-20 In 2019-2020 we will improve from 12% to 13% for students with disabilities that meet or exceed on CAASPP ELA.</p> <p>Baseline In 2016-2017 10% of Students With Disabilities scored met or exceeded on CAASPP ELA.</p>	<p>The proficiency rate for ELA-SWD was 13%.</p>
<p>Metric/Indicator CAASPP Math-SWD</p> <p>19-20 In 2019-2020 we will improve from 6.6% to 8% for students with disabilities that score proficient on CAASPP Math.</p> <p>Baseline In 2016-2017 5% of Students with Disabilities scored met or exceeded on CAASPP math.</p>	<p>The proficiency rate for Math-SWD was 9%.</p>
<p>Metric/Indicator CAASPP ELA-EL</p> <p>19-20 In 2019-2020 we will improve from 10% to 21% for English Learners that score proficient on CAASPP ELA.</p> <p>Baseline</p>	<p>The proficiency rate for ELA-EL was 13%.</p>

Expected	Actual
In 2016-2017 10% of English Learners scored met or exceeded on CAASPP ELA.	
<p>Metric/Indicator CAASPP Math-EL</p> <p>19-20 In 2019-2020 we will improve from 6.5% to 13% for English Learners that score proficient on CAASPP Math.</p> <p>Baseline In 2016-2017 6% of English Learners scored met or exceeded on CAASPP Math.</p>	The proficiency rate for Math-EL was 7%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Educational Services and Implementation Leadership Teams Core materials, certificated staff, classified staff, MTSS and educational technology.	<p>Salaries/Benefits LCFF \$53,644,000</p> <p>Core Adoption/Replacements 4000-4999: Books And Supplies LCFF \$543,090</p> <p>2000-2999: Classified Personnel Salaries LCFF \$1,928,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$1,855,125</p>	<p>Salaries/Benefits LCFF \$53,644,000</p> <p>Core Adoption/Replacements 4000-4999: Books And Supplies LCFF \$543,090</p> <p>2000-2999: Classified Personnel Salaries LCFF \$1,928,000</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$1,855,125</p>

The unduplicated students have some of the lowest scores reflected in the CA 2019 Dashboard. In order to address this need, the district will provide Professional Learning and Coaching-The district will provide professional learning for teachers, classified staff, and administrators in Common Core State Standards implementation, data analysis, differentiated instruction, and in pertinent areas for classified staff. Professional Learning will include areas of focus on instruction for English Learners, Special Education, Foster Youth, and Low-Income students.

1000-1999: Certificated

Personnel Salaries LCFF

\$1,821,620

1000-1999: Certificated

Personnel Salaries LCFF \$9,349

1000-1999: Certificated

Personnel Salaries LCFF

\$245,582

1000-1999: Certificated

Personnel Salaries LCFF

\$1,821,620

1000-1999: Certificated

Personnel Salaries LCFF \$9,349

1000-1999: Certificated

Personnel Salaries LCFF

\$245,582

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will provide professional learning to site Instructional Leadership (ILTs) teams. The ILT teams will receive professional learning that addresses leadership topics that deepen the understanding of systems-thinking and Professional Learning Communities in-order to nurture high levels of collaboration within and across district departments, refine district programs and practices to support the work of schools, and connect all district efforts to the learning outcomes that focus on English Learners, Foster Youth, Low Income, and Reclassified students.</p> <p>Through this professional learning the Instructional Leadership Teams will:</p> <ul style="list-style-type: none"> • Build their capacity to work as members of high-performing, collaborative teams that focus on improving student learning. • Work interdependently to achieve common goals; and a focus on results as evidenced by a commitment to continuous improvement. • Work together to identify, problem-solve and establish goals to intervene for each student. (DuFour, DuFour, Eaker & Karhanek, 2004) <p>The district will also provide additional access to professional learning by offering: Conference attendance, peer visitation, model classrooms, and district-to-district collaborations. Personnel at every site are provided with opportunities for release time to attend conferences, observations or training utilizing both district and site funds. After hours professional learning is offered as another option, with a focus on instruction for all content areas based on student needs. Staff participating in after-hours professional learning will receive compensation.</p> <p>An additional area of the district's professional learning is the</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$212,931</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$258,504</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$212,931</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$258,504</p>

<p>New Teacher Induction Program. This program hires and provides professional learning for mentors and collaborates with instructional coaches to train all new teachers in ELA, Math, Science, and</p>	
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<p>Planned Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Actual Expenditures</p>
<p>Educational Technology. The program provides professional learning training for site administrators, through the CASC program, to grow and develop as leaders and mentors.</p> <p>Job embedded professional learning will be supported in collaboration with the district and site instructional coaches and teacher librarians. The district provides instructional coaching support through site coaches as part of the district's professional learning plan for teachers to assist all students in reaching proficiency levels, which includes a focus on addressing the needs of students in special populations. The district will maintain ELA/ELD, Math, and Science coaching personnel. The district will provide classified staff with support in areas of compliance and based upon surveyed needs.</p> <p>As a result of implementing this action, we expect to see improvement for all students and in particular of students in the unduplicated student groups in Math and ELA CAASPP.</p>		

English Learners Services-The district uses a team of district and site instructional coaches to provide professional learning, coaching support and support services for EL programs. The English Language Development (ELD) programs include specific courses, curriculum and instructional foci for a continuum of EL services. This continuum includes services for newcomers, ELs progressing on target, long-term English learners, ELs with urgent literacy needs and ongoing support for newly reclassified students. In accordance with Title III requirements, English Learner students receive both Designated and Integrated ELD instruction. Collaboration across-departments is conducted in order to align services and programs that include interventions, Special Education and Migrant for English Learners. In addition, the Assessment Coordinator aggregates multiple data points to measure the impact of services provided to EL students.

The District ELA/ELD Academic Coach and Site Instructional Coaches provide Designated and Integrated ELD Professional Learning and coaching to all teachers, including those new to Selma Unified in collaboration with the Induction Coordinator for new teacher support. Coaches provide professional learning specific to English Learners that

2000-2999: Classified Personnel

Salaries LCFF \$761,852

1000-1999: Certificated

Personnel Salaries LCFF \$2,000

2000-2999: Classified Personnel

Salaries LCFF \$761,852

1000-1999: Certificated

Personnel Salaries LCFF

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>meets Title III requirements to teachers, administrators and support staff. In addition, the district and site instructional coaches plan for and provide content area professional learning that addresses Integrated language development for English Learners and academic language for all students. To further the implementation of Integrated ELD coaches are working in collaboration with TCOE to plan and provide instructional support to teachers, administrators, and support staff through instructional planning and teaching/learning cycles.</p> <p>An EL Committee will be convened at minimum four times to review English Learner data and to provide the district with input on items related to English Learners, including the district's EL Master Plan.</p> <p>The district provides support from Bilingual Instructional Aides for English Learners, SPED students, Foster Youth and low-income students in need of additional support in Kindergarten and in Newcomers classrooms. Professional learning for Bilingual Instructional Aides is provided in areas such as Language Development, Early Literacy, Primary Language Literacy and behavior supports. The district will annually Assess and determine personnel needs in BIA positions.</p> <p>Each site meeting the requirements for the convening of an English Learners Advisory Committee convenes an ELAC Committee. After each ELAC Meeting every school site will submit the agenda and minutes of all meetings to the Office of State and Federal Programs. A District English Learners Advisory Committee is established according to all legal requirements and advises the district governing board on the required tasks.</p> <p>Migrant services are provided to students meeting eligibility for the Migrant Program. These services include summer programs, regional programs, and a winter intersession.</p>		

<p>The unduplicated student data show the need for improvement in CAASPP scores. One way to address this gap is for the district will continue to Implement and sustain collaboration (PLC) as a means to</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$810,563</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$810,563</p>
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>dialogue around teaching practices, analyze student data and plan for instruction that will address student learning. In 2018-2019 the district will continue with the implementation of the district plan for PLCs and will continue to provide for professional learning for all certificated personnel. This will also include professional learning and support for the administrative team.</p> <p>In 2019-2020 the district will continue with the implementation of the district plan for PLCs and will continue to provide for professional learning for all certificated personnel. This will also include professional learning and support for the administrative team. Our District ILTs, Site ILTs, Grade Level PLCs and additional PLC time beyond the 1 hour provided through our PE structures, provides our staff the opportunity to engage in developing and refining our Multi-Tiered System of Supports for academic, behavior and social emotional supports for our students.</p> <p>Using the Continuous Cycle of Improvement (CCI) model, the teams develop action plans to support and monitor teaching practices and student learning based on a growth mindset and high expectations.</p> <p>In 2019-2020 the district will continue the K-6 imbedded PLC schedule, utilizing certificated and classified PE personnel to provide student instruction during grade level PLC times at all elementary school sites. Selma High, Abraham Lincoln Middle School and Heartland will continue to implement PLCs using existing schedules.</p> <p>It is expected that through focused collaboration utilizing formative assessment data in the PLC format will help the district refine instruction and increase the number of students meeting proficiency on the CAASPP ELA in the next three years. The collaboration will include a focus on the unduplicated student populations.</p>		

<p>CAASPP data reflects that unduplicated student groups are in the greatest need of support. The district will in part address this by providing all students with supplemental standards aligned resources</p>	<p>2000-2999: Classified Personnel 2000-2999: Classified Personnel Salaries LCFF \$294,874 Salaries LCFF \$294,874</p>
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<p>Planned Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Actual Expenditures</p>
<p>and supports, including resources with which to provide technology integration, intervention, STEAM activities, and enrichment activities. These also include contracts for data resources, assessment tools and progress monitoring tools.</p> <p>Supplemental services via school libraries will provide access to materials and resources that will assist students in acquiring 21st Century Skills. The district provides a standard for school library facilities, including buildings, technology resources, and reading materials. Increased access time for libraries is provided by offering extended hours at school sites with large representations of English Learners, Foster Youth, Low-Income and Reclassified students.</p> <p>The district is providing for increased access to Career Technical Education by supporting current pathways and establishing new pathways in CTE. An ongoing partnership with VROP is one strategy that is in place for CTE. A district committee for College and Career is working to create a plan that will incorporate upper elementary-12th grade actions designed to increase student awareness of college and career opportunities, A-G requirements and for parent involvement in this area. In addition, the high school Learning Directors will be trained on the College and Career Indicator and the monitoring of student progress on this item.</p> <p>We believe that by providing STEAM activities, enrichment activities, Career Technical Education and by providing library services our student performance in ELA and Math CAASPP will be improved. Efforts in this action item will focus primarily on meeting the needs of unduplicated student groups.</p>	<p>4000-4999: Books And Supplies LCFF \$725,576</p> <p>Learning Directors 1000-1999: Certificated Personnel Salaries LCFF \$818,296</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$2,346,776</p>	<p>4000-4999: Books And Supplies LCFF 725,576</p> <p>Learning Directors 1000-1999: Certificated Personnel Salaries LCFF \$818,296</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$2,346,776</p>

<p>Access to the Arts and College and Career</p> <p>Data from CAASPP demonstrate that unduplicated student groups are performing at levels that require improvement. The district is a recipient of the Any Given Child grant. This initiative's goal is to provide access and equity for all students in grades K-8 in arts education.</p>	<table border="0"> <tr> <td data-bbox="1087 110 1507 142">4000-4999: Books And Supplies</td> <td data-bbox="1528 149 1957 181">4000-4999: Books And Supplies</td> </tr> <tr> <td data-bbox="1087 181 1289 214">LCFF \$301,000</td> <td data-bbox="1528 220 1709 253">LCFF 301,000</td> </tr> <tr> <td data-bbox="1087 272 1507 305">5000-5999: Services And Other</td> <td data-bbox="1528 311 1948 344">5000-5999: Services And Other</td> </tr> <tr> <td data-bbox="1087 344 1478 376">Operating Expenditures LCFF</td> <td data-bbox="1528 383 1919 415">Operating Expenditures LCFF</td> </tr> <tr> <td data-bbox="1087 415 1205 448">\$189,000</td> <td data-bbox="1528 454 1646 487">\$189,000</td> </tr> </table>	4000-4999: Books And Supplies	4000-4999: Books And Supplies	LCFF \$301,000	LCFF 301,000	5000-5999: Services And Other	5000-5999: Services And Other	Operating Expenditures LCFF	Operating Expenditures LCFF	\$189,000	\$189,000
4000-4999: Books And Supplies	4000-4999: Books And Supplies										
LCFF \$301,000	LCFF 301,000										
5000-5999: Services And Other	5000-5999: Services And Other										
Operating Expenditures LCFF	Operating Expenditures LCFF										
\$189,000	\$189,000										

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>The district participates in the Ensuring the Arts for Any Given Child program. This program's goal is to provide access and equity for all students in grades K-8 in arts education. To support this program the district hires a Visual and Performing Arts (VAPA) Liaison whose duties include working with the Community Arts Team to develop a plan to provide K-8th grade students opportunities and access to all art disciplines (this position is a schedule C position that is paid out of the general fund).</p> <p>For the arts at the secondary level the district will continue to develop site and district level recruitment programs; provide ongoing collaboration between arts programs; provide opportunities for experts in the fine arts to collaborate with personnel and students; Promote the arts with a variety of events; Provide for purchases in vocal music, performing arts, and visual arts, as well as instrumental music; Provide for purchasing and repairing costumes, uniforms, concert attire, and instruments; Provide funds to hire support personnel at elementary level; Provide funds for summer arts camps; Provide funds to outfit facilities housing the arts programs with updated technology and equipment.</p> <p>Doctors Academy will be provided for interested students at Selma High School. The program is open through application to ninth and tenth grade students. Students in the DA take a rigorous course of study, participate in Saturday sessions, listen to guest speakers, attend workshops, visit colleges and are involved in engaging hands-on science activities. The SHS Doctor's Academy provides the guidance and support for students to complete high school, attend college with an emphasis of study in the medical profession with the goal of returning to the community of Selma or surrounding area as a practicing professional in a field of medicine.</p> <p>The district is providing for increased access to Career Technical Education by supporting current pathways and establishing new pathways in CTE. An ongoing partnership with VROP is one</p>		

strategy that is in place for CTE. A district committee for College and Career is	
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>working to create a plan that will incorporate upper elementary-12th grade actions designed to increase student awareness of college and career opportunities, A-G requirements and for parent involvement in this area. In addition, the high school Learning Directors will be trained on the College and Career Indicator and the monitoring of student progress on this item.</p> <p>We believe that providing access to the arts promotes creativity, engagement and increases motivation. Attributes that will go on to have a positive effect on academic and behavior expectations. The Doctor's Academy provides students with a comprehensive program designed to encourage college attendance, increase student and parent understanding of college requirements and to engage in the educational field of study. These services will assist the district in providing students with access to the arts, specifically increasing numbers of students from the unduplicated groups. In addition, the Doctor's Academy will provide students in the unduplicated groups with a unique service.</p>		

Learning Environments-Learning environments are positive and effective for all students and while the Dashboard data for suspension and expulsion are positive, it is an area the district will continue to focus on in order to impact the academic achievement of students in the unduplicated groups. The district implements the systems of support framework at all school sites. Continued implementation of academic and behavior supports will include an Instructional Leadership Team at every school site that will utilize academic data, including discipline data, to identify areas of needs and strengths for the planning of site goals.

Funds are provided for the professional learning, resources, and collaboration sessions. Each site has identified an Instructional Leadership Team that meets consistently as a team, provides support to grade level colleagues, and models action oriented data analysis.

Resources and personnel will be provided in order to secure campuses and promote safety for our unduplicated student population. One resource is the district's services of School Resource Officers at the

2000-2999: Classified Personnel

Salaries LCFF \$440,000

4000-4999: Books And Supplies

LCFF \$50,000

2000-2999: Classified Personnel

Salaries LCFF \$440,000

4000-4999: Books And Supplies

LCFF \$50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>secondary sites. These officers provide students with guidance, support, and education that is principally directed toward the unduplicated students due to their proportional social-emotional needs. Secondary sites are also provided with Campus Security Officers.</p> <p>All sites are provided with Campus Safety Assistants and cross-walk personnel. School Safety Plans are created with input from all stakeholders as well as from input from local law enforcement. These plans are communicated to staff, students and parents. The Safety Plan also assists in the identification of equipment, resources, professional learning or training needed to promote safe campuses. Equipment may include radios, safety vests, uniforms, and crosswalk gear.</p> <p>We know that the learning environment has an impact on teaching and learning and we recognize the importance of creating safe, orderly and positive campuses. We believe that this will allow students to feel engaged, safe and supported in order to maximize their learning. This in turn, will allow for students in the unduplicated groups to make both academic and behavioral progress measured by CAASPP, suspension/ expulsion rates and the school climate survey data. Efforts in this area will continue to focus on meeting the needs of our most at-risk students in the unduplicated groups.</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/services budgeted for in Goal 1 of the LCAP were implemented with the exception of the Doctor's Academy. The funds that would have been used for the Doctor's Academy were used to purchase items such as headphones, computers and hot-spots to support the shift to distance learning in the spring of 2020 for English Learners, foster youth, and low-income students.

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

Successes:

The district was successfully implementing the plan up to the school closure that occurred in March 2020 due to the Coronavirus Pandemic. Prior to the school closure students were being provided with instruction that incorporated STEAM, enrichment, and Career Technical Education in person. Given the need to shift instructional services to distance learning the district was successful in shifting services from in-person to distance learning in order to provide continuity of services for students. Students continued to receive instruction in the courses they were enrolled in with modifications to support online learning. Teachers, with the support of coaches and/or Library Media teachers, adapted instruction and made use of the technology and professional development provided to them in order to continue to address the needs of our students. Collaboration with VROP for the CTE courses allowed for a successful move online. Data demonstrates that in 2019 46.4% of 11th graders completed a CTE pathway. The VAPA courses were also provided in an online format. Mental Health Clinicians continued to support students in virtual settings. Students reported on a district survey that receiving Chromebooks and the use of Google Meets helped them continue with their education. On the California Healthy Kids Survey students who took the survey reported, 67% of students felt safe in school.

Challenges:

The ability to provide professional development during the school year was impacted and required a shift in the delivery models. The district provided professional development virtually after hours and during professional learning community collaborations using the Plan-Do-Check model. The district will re-engage professional development for Integrated English Language Development, Science, English Language Arts, and Math in 2021-2022. Providing computers and internet access to all students in the spring of 2020 for distance learning was a challenge. Students reiterate this in a district survey stating that unreliable or no internet impacted their learning. Data from 2019 demonstrates an achievement gap for students in the unduplicated groups, including for English Learners, Foster Youth and socially-economically. Specifically ELA for English Learners which was 13% proficient compared to 42% for All students. This achievement gap will be a focus on the LCAP.

Goal 2

Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension Indicator</p> <p>19-20 The suspension indicator will be decreased to 3.5%.</p> <p>Baseline The suspension indicator in 15/16 was 4.5%.</p>	<p>The suspension rate for 2019-2020 was 4.4%</p>
<p>Metric/Indicator Expulsion Rate</p> <p>19-20 Maintain expulsion rate at 1%.</p> <p>Baseline In 2014-15 the expulsion rate was 1%.</p>	<p>The expulsion rate for 2019-2020 was .18%</p>

<p>Metric/Indicator Drop Out Rates</p> <p>19-20 Drop-out rate will be 3%.</p> <p>Baseline The cohort drop-out rate for 2015-16 is 4.7%</p>	<p>The most recent drop out rate provided is .6% for 2016-2017.</p>
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<p>Metric/Indicator Middle School Drop Out Rate</p> <p>19-20 Maintain MS drop out rate at 4 students or less.</p> <p>Baseline In 2015-16 Middle school drop out rate was 4 students.</p>	<p>This Middle School Drop Out data is not available.</p>
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The district continues to improve and innovate the support for students, including for students in the unduplicated groups, designed to meet specific needs. Academic goals, including intervention, are met through an enhanced Multi-Tiered (Tier I, Tier II and Tier III services) System of Supports (MTSS).</p> <p>In support of Tier I first instruction, intervention services are provided to further develop the academic, emotional, and behavioral needs of students. For academic interventions, the focus is literacy, with some sites adding additional intervention services for Mathematics. Intervention services are provided district-wide via Intervention personnel. The Intervention teacher meets with the Site ILT to collaborate on curriculum, data, and professional learning. Our Coordinator of Assessments and MTSS works with staff providing intervention at the school sites and district personnel in the implementation, evaluation, and monitoring of systems, data, curriculum, materials, and intervention services related to MTSS. The coordinator also facilitates the administration of a universal and progress monitoring tool used in K-12th grade.</p> <p>Summer school programs are offered Pre K-12th grade. High school summer programs offer go-ahead as well as credit recovery courses in both online and classroom settings. Migrant Summer school is offered</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,623,348</p> <p>2000-2999: Classified Personnel Salaries LCFF \$460,497</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,623,348</p> <p>2000-2999: Classified Personnel Salaries LCFF \$460,497</p>

<p style="text-align: center;">Planned Actions/Services</p>	<p style="text-align: center;">Budgeted Expenditures</p>	<p style="text-align: center;">Actual Expenditures</p>
<p>for Pre K-8th grade and 9-12th for Newcomer students. Enrichment and Reading Intervention summer school programs are also offered.</p> <p>After school programs provide additional academic support and are in place at all elementary schools, and at the middle school and high school. After school programs offer a variety of activities designed to supplement the instructional day and to provide enrichment opportunities.</p> <p>We believe that students in the unduplicated student groups will need support and services that extend beyond the school day and school year. It is important that these services build on what is occurring during the day in order to improve academic performance in ELA, ELD, Literacy, Science, and Math as measured by the STAR, CAASPP, and ELPAC. Work will continue to ensure these services are monitored and evaluated in order to inform curriculum and programs, especially those focused on students in the unduplicated groups.</p>		

In the process of analyzing CAASPP data for individual students and for student groups, including unduplicated student groups, often social/emotional or behavioral needs surface. Addressing these needs are critical in helping students achieve academically. For this reason, the district creates behavioral, social and emotional goals that are met through an enhanced Multi-Tiered (Tier I, Tier II and Tier III services) System of Supports (MTSS). For behavioral intervention services, school sites are implementing various evidence based behavioral strategies at the individual, classroom and school level. School Psychologists and Mental Health Clinicians provide social skills groups using evidence-based practices and provide individual counseling. At Risk Counselors at the secondary sites assist with the provision of behavioral and academic interventions. Some sites enlist support personnel for additional services in this area. Furthermore, sites promote positive behavior expectations through signage, discipline handbooks, assemblies, and classroom character education lessons.

Meeting the needs of the whole child is necessary in order to make strides in academic (CAASPP) and behavioral performance

1000-1999: Certificated
 Personnel Salaries LCFF
 \$1,843,515

1000-1999: Certificated
 Personnel Salaries LCFF
 \$1,843,515

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>(Suspension/Expulsion). It is also critical to have tiered supports that can address individual needs across the district. These services provided in-tandem with academic supports, in particular for students in the unduplicated groups, will allow the district to meet very specific social/emotional and academic needs.</p>		

The partnership and collaboration with Fresno County Superintendent of Schools (FCSS) for Differentiated Assistance will further the analytic work of the District to ensure targeted systems of support are appropriately implemented and continually reviewed.

The district is committed to respectfully supporting students who have a lot of risk factors, experiencing strong barriers to learning, and have high levels of need. Clear and consistent behavioral expectations with consequences will be communicated with all stakeholders. Social emotional competencies will be leveraged to teach students about self regulation.

The district will utilize a comprehensive review using the Special Education Program Review Tool (The Center on School Turnaround at WestEd) to assess the current state of SPED services. Data gathered through this tool will be applied to program improvement.

Disaggregation of state assessments in relation to students with disabilities will be analyzed to determine plan of actions in the areas of ELA and math. The continued refinement of collaboration within professional learning communities, to include general and special education teachers and support staff, will be a constant within the district.

The Task Force that was convened in 2018-19 will continue to meet and work to streamline behavioral/psychological /counseling services in relation to the tiered systems of support currently in place and continually review supports and procedures to ensure a clear continuum of services are available. Professional Learning opportunities will be made available to support classroom teachers (general and special education) with classroom behavioral interventions, implementing the tiered systems of support within the classroom setting, and progress monitoring and data analysis which drive educational decisions both behaviorally and academically. To better understand the needs of our students a non-cognitive student survey will be developed, administered and analyzed.

Continued analysis of the processes and practices for assessment

\$0

\$0

and identification of English Learners, students with disabilities and other student groups will be done to ensure services and programs are appropriate and help prevent over identification in any one student group area.

Goal Analysis

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

In the summer of 2019-2020 the district's plan for summer school was not fully implemented. The district proceeded with a modified high school summer program, Migrant Summer School and Extended School Year for Special Education. Funds not expended on this action/services were shifted to support the transition to distance learning for all students in the fall of 2020.

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

Successes:

The district was successfully implementing the plan up to the school closure that occurred in March 2020 due to the Coronavirus Pandemic. Intervention services were provided in small groups. Social, emotional, and mental health services were being provided. Given the need to shift services to distance learning due to school closures the district was successful in continuing to provide emotional, and mental health services during distance learning. Parents, via a survey, expressed the need for social-emotional and mental health services to continue. Students with established services were provided these services in Telehealth format. A referral process for students who may be in need of services was utilized to determine the appropriate staff and services. Coordination between the district's Mental Health team with school psychologists and All-4Youth was ongoing. Professional development opportunities for SEL were made available to staff throughout the school year and continued in the spring of 2019 during school closures. Intervention staff successfully shifted intervention services to online formats. In cooperation and collaboration with classroom teachers, students continued to receive intervention services with a focus on literacy. Success was measured in part by the suspension rate which was reduced by .09%. Another success was, Migrant summer school was provided in virtual format and demonstrated an average increase of 33 points on Imagine Learning.

Challenges: Plans to provide summer school in the summer of 2019-2020 were impacted by the school closure due to COVID-19 however the district was able to proceed with a virtual Migrant Summer School, Extended School Year for students in Special Education, and a modified high school summer school. Local data demonstrate that there are achievement gaps for some student groups. For example, end-of-year 2021 STAR assessments for ELA project that 27% of students performed at CAASPP Levels 3 and 4, while this was 7% for ELs. In math, the end-of-year 2021 STAR assessments projected that 14% of students performed at CAASPP Levels 3 and 4 while English Learners were at 7% . These and other data demonstrate that ensuring that all students make

progress requires that the district continue to provide high-quality, differentiated instruction and academic support.

Goal 3

Intensive Support will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Chronic Absenteeism will be reduced by .05%.</p> <p>Baseline Chronic Absenteeism in 2016-2017 is at 7.4%.</p>	<p>The last reported rate for Chronic Absenteeism is 11% for 2018- 2019.</p>

<p>Metric/Indicator Attendance</p> <p>19-20 Average daily rate will be 97%.</p> <p>Baseline Average daily attendance rate in 2016-2017 was 95.8%.</p>	<p>An attendance rate for 2019-2020 was 96%</p>
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Other Services/Mental Health

In the process of analyzing CAASPP data for individual students and for student groups, including unduplicated student groups, often social/emotional or behavioral needs surface. These needs are critical in helping students achieve academically. For some students, the needs require individualized support. One support the district provides Mental Health Services via a team of Mental Health Clinicians. This team provides technical assistance and materials to maintain the latest evidence-based approaches for mental health in schools. They also provide Mental Health First Aid training for staff and information for parents. A recent addition to this service is the use of a therapy dog.

The district will also provide services to provide access to instruction as a collaborative effort with other state and federal programs and funding sources. Students will be best assisted with services that are aligned and that support the students academic and behavioral needs. Funds will provide materials, services, and resources to support students in the unduplicated groups.

- RSP/SDC supplemental assistants assigned to focus on the needs of the unduplicated special education students. (supplemental support, not 1:1 aides required per IEPs)
- Increased psychologist services district wide (above services specified in IEPs) Supplemental SPED Materials and

Resources above and beyond those in a student's IEP:

- Goalbook Technology Resource
- Professional Development for SPED personnel on CCSS alignment.
- Release time for PD opportunities out of district.
- Special Day Class Class Sizes reduced (not in IEPs)
- Improved infrastructure to provide 21st Century Learning environments.
- Installing wireless access.
- Improvements to broadband performance.
- Installation of visual/audio resources

2000-2999: Classified Personnel

Salaries LCFF \$2,795,000

2000-2999: Classified Personnel

Salaries LCFF \$129,251

2000-2999: Classified Personnel

Salaries LCFF \$2,795,000

2000-2999: Classified Personnel

Salaries LCFF \$129,251

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Our data demonstrates that students in Special Education are our lowest performing group on CAASPP ELA and Math. Effectively meeting the needs of these students requires coordination of services, cohesion in the development and implementation of instructional plans and educators collaborating. In addition, the unduplicated groups will benefit and make academic progress via the inclusion of educational technology resources, tools and instruction.</p> <p>When conducting an analysis of student needs, including those of students in the unduplicated groups, for some students attendance has an impact on learning and/or behavior. In order to assist these students, the district provides support to students who are chronically absent and for those whose absences are impacting their learning. A Pupil Services Coordinator works with all school sites for the reporting of attendance, school site based intervention through Student Attendance Review Teams (SART) and Student Attendance Review Board (SARB). A district Home School Liaison position supports the work of the Pupil Services Coordinator.</p> <p>The work is designed to be collaborative and engages the parents in the process.</p> <p>We believe that building strong home-school connections through supportive and positive interactions will help us improve attendance, especially for those with chronic attendance. Both the coordinator and the home-school liaison provide a point of contact for parents involved in attendance programs like SARB through identification of needs for students/families with health referrals, mental health referrals, and related services. These services are primarily directed towards the unduplicated students in need of attendance support and will help improve attendance rates.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$150,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$150,000</p>
<p>For students in the unduplicated groups at the middle school level who are experiencing social/emotional, academic or behavioral issues it is important to be able to provide other means of</p>	<p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>1000-1999: Certificated</p>

<p>correction, prior to considering transfers to alternative educational programs.</p> <p>In an effort to provide an additional tier of support for students in the unduplicated groups at the middle school the district will provide an Intervention class. The class will provide behavioral and academic intervention for students prior to off-campus suspension and both voluntary and involuntary transfers to Heartland Alternative Education. The class could have short-term participants (one-three periods), mid range participants (students with an On-Campus Suspension for one five days), and long-range participants (up to one quarter or nine weeks) depending on the plan created by a team of educators, students, and the parent. Due to the fact that the vision for the class is one of behavioral, academic and social-emotional intervention, the At-Risk Counselor would be expected to work with class participants on behavioral, academic and social-emotional strategies.</p> <p>For more intense support the Mental Health Clinicians and School Psychologist would also be called upon to provide assistance and help develop the intervention plan.</p> <p>Students who participate in this class will have complete access to the core curriculum. This service in combination with other Tier I, II and III supports are designed to provide students in the unduplicated groups with tools needed to be successful.</p> <p>By providing students from the unduplicated groups enrolled in this class with an intervention and support plan designed by a collaborating team of educators, the student, and parent we believe we will have a positive impact on both academic and behavioral progress for these students. We will maintain a particular focus on the unduplicated student groups.</p>	<p>\$110,000</p>	<p>Personnel Salaries LCFF</p> <p>\$110,000</p>
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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 funds budget for actions/services in Goal 3 were implemented.

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

Success:

The district was successfully implementing the plan up to the school closure that occurred in March 2020 due to the Coronavirus Pandemic. Given the need to shift services to distance learning the district successfully shifted to the delivery of these services and supports for distance learning due to school closures in March 2020. The district was able to shift classified support services to online in order to continue providing support to students in virtual classroom settings. Staff delivering Special Education services received professional learning for online resources and tools with which to deliver services in distance learning. The Pupil Services department worked with schools, parents, and students to provide information about attendance and engagement in distance learning. Home visits were a key practice in communication with families and securing for them the support they may have needed. SARB referrals continued as did interventions for students experiencing chronic absenteeism. Attendance improved from 95.8% to 96%.

Challenges:

The implementation of the Middle School intervention class was impacted by the school closure due to the COVID-19 Pandemic. The interventions provided by the class were provided by various personnel in a virtual manner. Student attendance and engagement for some students were challenging for a variety of reasons during distance learning. The Pupil Services team worked with families and school sites to improve and increase attendance and engagement.

Goal 4

Enhance district parent and community involvement opportunities.

State and/or Local Priorities addressed by this goal:

<p>State Priorities: <input checked="" type="checkbox"/> Priority 3: Parental Involvement (Engagement) <input checked="" type="checkbox"/> Priority 4: Pupil Achievement (Pupil Outcomes) <input checked="" type="checkbox"/> Priority 5: Pupil Engagement (Engagement) <input checked="" type="checkbox"/> Priority 6: School Climate (Engagement)</p> <p>Local Priorities:</p>

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Survey 19-20 Parent Survey participation in 2019-2020 will be 10%. Baseline The parent survey participation rate for 2015-2016 was 14%.</p>	<p>The Parent Survey was not conducted in the spring of 2020 due to school closures. The district instead provided parents with a Learning Continuity and Attendance Plan survey.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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<p>Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in unduplicated groups. The district may continue collaborations with outside agencies: PIQE, FCOE and Latino Literacy and other parent involvement groups in order to promote parent engagement. The district will also collaborate with local agencies like California Comprehensive Youth Services and Adventist Health to provide school sites with additional resources and opportunities for parent engagement and education. District provided parent education opportunities via Adult Education or in collaboration with Adult</p>	<table border="0"> <tr> <td>5000-5999: Services And Other</td> <td>5000-5999: Services And Other</td> </tr> <tr> <td>Operating Expenditures LCFF</td> <td>Operating Expenditures LCFF</td> </tr> <tr> <td>\$8,452</td> <td>\$8,452</td> </tr> </table>	5000-5999: Services And Other	5000-5999: Services And Other	Operating Expenditures LCFF	Operating Expenditures LCFF	\$8,452	\$8,452
5000-5999: Services And Other	5000-5999: Services And Other						
Operating Expenditures LCFF	Operating Expenditures LCFF						
\$8,452	\$8,452						
<p>Education will also continue to be provided. New in 2019-2020 will be the district's Parent University initiative. This initiative will provide district level parent engagement opportunities throughout the school year.</p> <p>In order to facilitate parent participation in these services, the district will provide babysitting, translating and materials for parent involvement activities. The district will also provide skilled interpreting services at parent and community events, by providing training for interested bilingual staff. These services will enhance school-home connection and collaboration and will assist the district in directing services to students from the unduplicated groups.</p> <p>We believe that increasing and improving parent engagement will have a positive effect on all student outcomes including for students in unduplicated groups.</p>							
<p>Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in unduplicated groups. The district will provide ongoing parent involvement, input and advocacy opportunities via SSC, ELAC, DELAC, DPAC, MPAC and Parent Clubs. These activities in conjunction with parent engagement and education opportunities will help strengthen the home-school connection for all students and in particular for students in the unduplicated groups.</p>	<p>LCFF \$0 LCFF 0</p>						

<p>Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in unduplicated groups. While the district has established connections with local agencies and provides advisory committees the district will evaluate and plan for expansion of the district-wide parent involvement framework. This is in order to provide additional parent engagement opportunities, especially for the LCAP process. These activities in conjunction with parent engagement and education opportunities will help strengthen the home-school connection for all students and in particular for students in the unduplicated groups.</p>	<table border="0"> <tr> <td data-bbox="1045 89 1522 552"> Support services, outreach, home school liaison contacts 2000- 2999: Classified Personnel Salaries LCFF \$2,000 </td> <td data-bbox="1522 89 2005 552"> Support services, outreach, home school liaison contacts 2000- 2999: Classified Personnel Salaries LCFF \$2,000 </td> </tr> </table>	Support services, outreach, home school liaison contacts 2000- 2999: Classified Personnel Salaries LCFF \$2,000	Support services, outreach, home school liaison contacts 2000- 2999: Classified Personnel Salaries LCFF \$2,000
Support services, outreach, home school liaison contacts 2000- 2999: Classified Personnel Salaries LCFF \$2,000	Support services, outreach, home school liaison contacts 2000- 2999: Classified Personnel Salaries LCFF \$2,000		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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<p>The unduplicated students are the lowest performing students on academic and suspension Dashboard Indicators. Meeting the needs of unduplicated groups requires providing personnel to coordinate, implement and monitor the LEAs strategic plan (LCAP) with special emphasis on social-emotional, behavioral, ELD, and Math/ELA strategies, resources, programs, and materials as well as analysis and collection of data for the process of monitoring student outcomes. This data will help the district ensure that all students are making adequate progress towards academic and socio-emotional achievement and allow the district to make adjustments to actions in order to continue the focus on the needs of unduplicated students. Additionally, this will support a focus on the parents of unduplicated students and increasing their engagement in their child's education as well as to engage them in this process of implementation, analysis, and refinement of services for the unduplicated population. Administrative and clerical support will be provided in order to accomplish this action item. This personnel will monitor the work of the English Learner Coaches and personnel in the Migrant program, co-facilitate the LCAP process, and guide the work of parent groups including DELAC, Migrant Parent Advisory, and the District Parent Advisory Committee. We believe the implementation of this action item will assist the district in improving student academic, socioemotional, and ELD levels (CAASPP and ELPAC) as well as decreasing the suspension rate of unduplicated students and in the monitoring of student outcomes in collaboration with parents.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$170,337</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$170,337</p>
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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 funds budgeted for the actions/services in Goal 4 were used as planned.

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

Success:

The district was successfully implementing the plan up to the school closure that occurred in March 2020 due to the Coronavirus Pandemic. Parent University was operating for the second year. A parent conference was held in September 2019 as were other Parent University workshops. Given the need to shift services to distance learning due to the school closures, the district was successful in shifting parent engagement activities to virtual formats. Virtual parent events were conducted utilizing Zoom for the most part. The interpretation was provided using the internal Zoom interpreting feature. All presentations were provided in both Spanish and English (written/oral). Each session started with a tutorial for the use of Zoom participation features like accessing interpretation, muting, and video options. DELAC, ELAC, SSC, and other parent advisory groups continued to meet via virtual settings. Parent participation in virtual meetings increased by approximately 25%-30% as compared to in-person attendance. Parent input was that parent engagement opportunities had increased during this school year and that parent engagement was convenient in virtual format.

Challenges:

Challenges included the need to provide staff with training for the provision of virtual parent and family engagement activities and ensuring internet access to all students in order to have it available to all parents for Parent University workshops. Given the need to shift services to distance learning due to the school closures, the district was successful in shifting parent engagement activities to virtual formats. Virtual parent events were conducted utilizing Zoom for the most part. The interpretation was provided using the internal Zoom interpreting feature. All presentations were provided in both Spanish and English (written/oral). Each session started with a tutorial for the use of Zoom participation features like accessing interpretation, muting, and video options. DELAC, ELAC, SSC, and other parent advisory groups continued to meet via virtual settings.

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
Face masks, shields and Plexiglass partitions were purchased. Disinfecting supplies, hand sanitizer for classrooms, buses and other locations on campuses.	\$300,000	\$300,000	No
The district renewed the licenses for Achieve 3000 to be used as a supplemental resource at various sites.	\$ 73,021.00	\$ 73,021.00	No
Intervention personnel will provide services to students in need of additional support. The district continues to improve and innovate the supports for students, including for students in the unduplicated groups, designed to meet specific needs. Academic goals, including intervention goals are met through an enhanced MultiTiered (Tier I, Tier II and Tier III services) System of Supports (MTSS). For academic intervention services the focus is literacy. Intervention services are provided district-wide via Intervention personnel. The Intervention team meets to collaborate on curriculum, data and professional learning. Our data	\$1,300,000	\$1,300,000	Yes

<p>demonstrates that students in the unduplicated student groups will need support and services that extend beyond the school day and school year. It is important that these services build on what's occurring during the day in order to improve student performance for the unduplicated student groups in literacy, ELA, ELD and Math as measured by the STAR, CAASPP and ELPAC. Work will continue to ensure these services are monitored and evaluated in order to inform curriculum and programs, especially those focused on students in the unduplicated groups.</p>			
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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 were no substantive differences between the planned actions and/or budget expenditures for in-person instruction and what was actually expended on these actions.

Analysis of In-Person Instructional Offerings

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

Successes:
 In March 2021 the district was able to bring to campus elementary students whose parents requested they attend in-person instruction. By the second week in April, the district was able to provide in-person instruction for secondary students, whose parents opted for in-person instruction. This effort required cooperation and collaboration amongst all departments and school sites. The district was also successful in transitioning distance learning to a revised daily schedule that accommodates both distance learning and in-person instructional programs.

The district was able to secure, install and utilize various personal protection resources for student and staff safety. These included Plexiglass or plastic partitions for both student and staff workstations. Temperature reading stands were provided at each school site in addition to hand-held devices. Air purifiers, HVAC filters, and foggers were purchased and utilized across the district. All of these items made it feasible to bring students back to schools for in-person instruction. All of these safety measures were items that parents noted as being critical to reopening schools for in-person instruction in the LCP survey. These safety measures were instrumental in the district's ability to provide small cohorts at elementary, middle school, and high school. Priority at all levels was given to students who were receiving Special Education Services.

Intervention staff successfully shifted intervention services to online formats. In cooperation and collaboration with classroom teachers, students continued to receive intervention services with a focus on literacy. Local data demonstrate that there are achievement gaps for some student groups. For example, end-of-year 2021 STAR assessments for ELA project that 27% of students performed at CAASPP Levels 3 and 4, while this was 7% for ELs. In math, the end-of-year 2021 STAR assessments projected that 14% of students performed at CAASPP Levels 3 and 4 while English Learners were at 7% . These and other data demonstrate that ensuring that all students make progress requires that the district continue to provide high-quality, differentiated instruction and academic support.

Collaboration with VROP for the CTE courses allowed for a successful move online. CTE teachers were provided with resources, materials, technology, and professional development. On-going support from both district and VROP staff was provided to teachers, students and parents.

Challenges:

The ability to provide professional development during the school year was impacted and required a shift in the delivery models. The district provided professional development virtually after hours and during professional learning community collaborations using the Plan-Do-Check model. The district will re-engage professional development for Integrated English Language Development, Science, English Language Arts, and Math in 2021-2022.

Early on in the school year, the district experienced situations where the need for student technology outpaced the supply of student computers and hotspots. The district was able to secure a large number of computers, including laptops for staff, and entered into a partnership with Comcast and other internet providers to secure access for all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district renewed the Aeries Communications license and upgraded portions designed for communication with	\$33,243.60	\$33,243.60	No

parents.			
<p>Edgenuity was purchased to provide online courses for students at Selma High and Heartland.</p> <p>CAASPP data reflects that unduplicated student groups are in the greatest need of support. The district will in part address this by providing all students with supplemental standards aligned resources and supports, including resources with which to provide technology integration, intervention, STEAM activities, and enrichment activities. These also include contracts for data resources, assessment tools and progress monitoring tools. We believe that by providing STEAM activities, enrichment activities, Career Technical Education and by providing library services our student performance in ELA and Math CAASPP will be improved. Efforts in this action item will focus primarily on meeting the needs of unduplicated student groups.</p>	\$48,000.00	\$48,000.00	Yes
<p>Professional Learning to certificated staff over 2 days prior to the start of school.</p> <p>The unduplicated student data show the need for improvement in 2019 CAASPP scores. One way to address this gap is for the district to continue to implement and sustain professional learning and support for teachers, support staff and administrators. It is expected that through focused and ongoing professional learning based on formative assessment data teachers will refine instruction and increase the number of unduplicated students meeting proficiency on the CAASPP ELA in the next year. The professional learning will include a focus on the unduplicated student populations.</p>	\$250,000	\$250,000	Yes
Purchase of Imagine Learning for additional Language Development for English Learners	\$68,000	\$68,000	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.

There were no substantive differences between the planned actions and/or budget expenditures for in-person instruction and what was actually expended on these actions.

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.

Successes/Challenges:

Continuity of Instruction-The district began the 2020-2021 school year providing Distance Learning for all students. This was based on the state and local requirements, in addition to COVID conditions at the start of the school year. The requirements from Senate Bill 98 were implemented. Students were provided with daily, live interaction with certificated employees and peers in virtual classroom settings. Kindergarten required a minimum of 180 minutes, 230 minutes were required for first through third, and 240 minutes were expected for fourth through twelfth grade. Physical education minimum minutes were not required but physical education activities were provided either by classroom teachers or PE teachers. Various instructional online resources were provided to assist in the provision of the core curriculum along with professional development in effective instructional strategies for distance learning.

Pupil Participation and Progress: Daily participation for each student was documented. Weekly engagement logs were also maintained. Student participation was measured by the student attending live interaction instructional sessions, completing assignments and assessments. For the majority of students, participation and progress were successful. For students that were not attending virtual classes, the Pupil Services department worked with families, students, and staff to provide the support needed by the student and family. Attendance rates remained within the 90% to 94% range. A challenge was passing rates. Students expressed in the LCAP survey that many of them were struggling academically, especially in math.

Access to Devices and Connectivity: Early in the school year, some students experienced device and connectivity issues. The district experienced a shortage of both computers and WIFI hotspots. In response, The district was able to secure a large order of student computers and acquired wifi hotspots and/or Comcast accounts for families that were experiencing difficulties with connectivity.

Distance Learning Professional Development-The district provided specific professional development at the start of the school for all staff. Topics included the navigation and use of various online platforms such as Zoom, Google Meet, Imagine Learning, Achieve 3000, and Freckles. Library Media Teachers and coaches provided individualized professional development and support for the implementation of distance learning. The district also provided training for parents on topics designed to assist them in supporting

their students in distance learning. These were provided in a virtual setting. Topics for professional development were driven by the input from staff.

Staff Roles and Responsibilities-Successes-The district worked with both bargaining units to develop a Memorandum of Understanding that addressed the shift in staff roles and responsibilities for Distance Learning and for In-Person Instruction. Teachers, classified staff and administrative staff were provided with professional learning to support the shifts in the delivery of their services and support to students. **Challenges:** Certain staff roles required extensive modifications during Distance Learning.

Support for Pupils with Unique Needs-Students who struggled in a classroom/school environment benefited and progressed through a distance-learning format. Students could work at their own pace allowing them extended time to complete work. Support services were provided virtually and/or in small cohorts once the cohorts were in place. For some, students' disabilities and learning styles prevented them from accessing and benefiting from a remote learning environment. In addition, limited supplemental materials to support student learning impacted distance learning for some students. Lastly, parents' ability to support their childrens' learning sometimes impacted the distance learning experience of the student. For English Learners, Designated ELD continued in a virtual setting for the required 30 minutes of synchronous instruction. Teachers expressed the difficulty of engaging students in structured partner and group dialogue. School sites developed professional learning and support for this need via site and district coaches. Selma's homeless and foster youth population were provided with targeted outreach through small group instruction, priority for tutoring, extra support with technology, and resources to assist with their unique needs. Local data demonstrate that there are achievement gaps for some student groups. For example, end-of-year 2021 STAR assessments for ELA project that 27% of students performed at CAASPP Levels 3 and 4, while this was 7% for ELs. In math, the end-of-year 2021 STAR assessments projected that 14% of students performed at CAASPP Levels 3 and 4 while English Learners were at 7% . These and other data demonstrate that ensuring that all students make progress requires that the district continue to provide high-quality, differentiated instruction and academic support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital Hardware: Purchase of student Chromebook computers.	\$1,700,000	\$1,700,000	No
Digital Hardware: Purchase of staff laptop computers.	\$300,000	\$300,000	No

<p>Out of District Professional Learning: The district compensated staff for attendance at professional learning offered by the Tulare County Office of Education.</p> <p>The unduplicated student data show the need for improvement in 2019 CAASPP scores. One way to address this gap is for the district to continue to implement and sustain professional learning and support for teachers, support staff and administrators. It is expected that through focused and ongoing professional learning based on formative assessment data teachers will refine instruction and increase the number of unduplicated students meeting proficiency on the CAASPP ELA in the next year. The professional learning will include a focus on the unduplicated student populations.</p>	\$25,000	\$25,000	Yes
<p>Out of District EL Professional Learning: The district will work with Tulare County Office of Education staff to provide professional learning on Integrated ELD.</p>	\$7,700	\$7,700	No

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
<p>[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]</p>	<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p> <p>[\$ 0.00]</p> <p>[Y/N]</p>		
<p>[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]</p>	<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p>	[\$ 0.00]	[Y/N]

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.

There were no substantive differences between the planned actions and/or budget expenditures for in-person instruction and what was actually expended on these actions.

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.

The SUSD assessment plan was utilized to identify student learning via early diagnostic assessments in ELA and Math. Data from these assessments provided the school system data regarding student strengths and needs. The results were shared with parents. Challenges included working to assist students and parents in the completion of assessments from home. The assessment plan integrated with progress monitoring at the classroom, grade level, and school site level through the use of unit assessments and formative assessments. Staff used specific strategies to address learning loss. Including online resources such as Imagine Learning for ELs, Freckle Reading, Math, Social Studies, and Science for students in Grades K-6, Achieve 3000 for Grades 7-12. Local data demonstrate that there are achievement gaps for some student groups. For example, end-of-year 2021 STAR assessments for ELA project that 27% of students performed at CAASPP Levels 3 and 4, while this was 7% for ELs. In math, the end-of-year 2021 STAR assessments projected that 14% of students performed at CAASPP Levels 3 and 4 while English Learners were at 7%. These and other data demonstrate that ensuring that all students make progress requires that the district continue to provide high-quality, differentiated instruction and academic support.

Areas addressed for Foster Youth and Homeless students were attendance, assistance with communication between schools and families, and providing for internet access. The Pupil Services Department worked closely with each school site to connect these students to the campuses and their opportunity to learn. Contact was made with the students to ensure that they had the tools necessary to be successful with distance learning. Each student/family was contacted on a regular basis to determine individual needs and determine appropriate interventions as needed by the student. Productive collaborations occurred between district and site staff in support of our Foster and Homeless Youth.

English Learners, Socioeconomically Disadvantaged students, students experiencing homelessness, and foster youth were prioritized for small cohorts, once those were in place. English Learners with the greatest language development and/or academic needs, identified using the ELPAC and/or local assessments were to be provided with after-school tutoring designed to support their specific language needs. This service was not provided, however, English Learners were prioritized for small cohorts. Newcomer English Learners were provided with instruction in Newcomer classes for grades 3rd-6th, 7th-8th, and 9th-12th grade. All English Learners were provided with both Designated and Integrated ELD in the Distance Learning format. STAR data for English Learners showed a decrease from 10.7% to 7%. A challenge in Distance Learning for English Learners was the administration of the ELPAC test.

Students with Disabilities

Along with district and school-level assessment tools and strategies, students with disabilities were monitored through their Individual Education Plan (IEP). Through the IEP process, students' goals and objectives were monitored for progress, and aligned to address

any learning loss or individual student needs. Extended School Year (ESY) was made available, through the IEP process as appropriate, to address loss of recoupment capacity. Students with disabilities exhibiting severe loss, and an inability to recoup skills in a timely manner after students return to in-person learning environments, may benefit from compensatory services beyond the IEP services. A challenge was the provision of support services during on-line instruction.

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.

School psychologists, SUSD mental health clinicians, and the services of All 4 Youth clinicians, combined with community resources provided a wide range of mental health, trauma, and social-emotional learning support to personnel for students, families, and staff. Selma Mental Health clinicians provided weekly “office hours” for staff to address personal and specific student mental health concerns related to COVID-19, distance learning, and addressing SEL to their students. New student referrals for services and support continued to be initiated by classroom teachers, parents, or other school staff. Students receiving services during the previous school year continued to work with staff. The district continued utilizing the services of a therapy dog for individual students, student groups, and aired informational sessions. Mental Health Clinicians were able to provide services remotely to ensure a continuum of mental health supports and were able to gain a better understanding of their students’ home lives through this work. Remote services allowed for flexibility in scheduling and accessing students.

Engaging students in physical activities designed to support their needs were not always feasible in the remote setting. Staff worked to engage parents and teachers to assist with physical activities or practices designed to support students. The ability of some students to interact authentically was impacted by the virtual setting. For some students who required in-person therapy/counseling, the virtual setting was a struggle. For students in need of outside counseling services, challenges included agencies that were closed, or were operating with limited staff. Monitoring student's mental health needs in the virtual setting was challenging as was fully addressing Social Emotional Learning needs. Services for students returning to In-Person were coordinated and provided on-site.

In looking at behavior, by June there were a total of 122 office referrals which was an increase from 87 in April. Suspensions went from .1% in April to .2% by June.

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.

The district provided both site and district level support for pupil and family engagement and outreach. The district shared with staff, students and parents the specific requirements for Distance Learning attendance and participation. A parent workshop was provided virtually in collaboration with Parent University. Students established participation through the daily live interaction (in person whole/small groups), and/or by completing and submitting online virtual assignments. Weekly logs were maintained and utilized to determine students who were in need of support in order to participate in Distance Learning. Classroom teachers notified school administrators of students who are in need of support in order to participate in Distance Learning. Attendance rates for this school year remained in the 90-95% range. Parent engagement in virtual activities increased by approximately 25%-30%.

Analysis of School Nutrition

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

The pace at which schools closed, shelter-in-place orders and distance learning was implemented meant that the nutrition department had to quickly revise operations and plans. As a team the Child Nutrition department immediately came up with a plan to serve Curbside meals. Although it was a challenge the goal was always how to best serve our students because we serve them. We were fortunate that our district was Community Eligible (CEP) which meant all meals were free. That helped the district as well as the Waivers the USDA approved which allowed for meal flexibility, non congregate feeding and allowed for parents to pick meals without the student being present. Challenges in the early part of the school year, included extreme heat, fires, and bad air which were a concern for our staff who were outside serving. The district and staff worked together to meet these challenges and continue providing meals to our students. Parent input was solicited throughout the year to ensure that meal distributions fit our parent schedules.

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.

N/A

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.

The 2020-2021 school has been unique on many fronts. Most importantly, it has highlighted the need to develop multiple plans that needed to be ready for implementation as soon as COVID conditions shifted. The district has successfully implemented both distance learning and as of early spring, in person instruction. The successes we have experienced came about through our work with the many challenges faced by our staff, students and families. Distance Learning developed into a robust, engaging and interactive experience for students. We were able to accomplish this by providing our staff with both professional development and technology resources for distance learning. Open communication about needs and challenges via the district's ongoing dialogue with both bargaining units were instrumental in our collective work. Establishing a process for communication and training opportunities for parents was critical in all our work. This required the district to shift parent and family engagement activities to a virtual setting. The utilization of Zoom features including embedded translation helped make these sessions accessible and comprehensible to all parents. The district also ramped up its use of social media as another means of communicating with students, staff and parents. Engagement via Facebook and Instagram has increased tremendously. Another area that has evolved in the district is the understanding of how/when technology can be used to enhance instruction, both in-person and virtually.

Local data demonstrate that there are achievement gaps for some student groups. For example, end-of-year 2021 STAR assessments for ELA project that 27% of students performed at CAASPP Levels 3 and 4, while this was 7% for ELs. In math, the end-of-year 2021 STAR assessments projected that 14% of students performed at CAASPP Levels 3 and 4 while English Learners were at 7% . These and other data demonstrate that ensuring that all students make progress requires that the district continue to provide high-quality, differentiated instruction and academic support.

All of these lessons have informed the development of the LCAP for 2021-24. Most importantly, we understand the need to continue to provide our families with choice in the selection of their child's educational program. Our LCAP builds on the goals and actions we have established but now include the integration of both distance learning and in-person needs brought about by the COVID pandemic.

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

The district will continue to address learning loss by using the district assessment plan and the use of state assessments such as the ELPAC and CAASPP. Teachers and grade levels will continue to engage in collaborations to address the specific needs of their students using formative assessments developed by their teams. Monitoring of student progress will be a priority for all school sites. The district plans to use Renaissance STAR assessments as the district's local screener, progress monitoring and summative tool for both Reading and Math. This will be used TK-12 and a commitment has been made to use this for three years. This tool allows for the disaggregation of data for student groups. Initiatives to address learning loss that may have been incurred and reflected in both local and state data will be addressed in the following ways:

- Focus on the use of the adopted core materials and aligned supplemental resources.
- Professional development in PLCs, ELD and Equity.
- Expanded summer school services.
- Instructional Leadership coaching for principals.

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.

There was no substantive difference 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.

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 analysis and reflection on the LCAP and Learning Continuity and Attendance Plans have informed the development of the 21-22 through 23-24 LCAP in the following ways:

- Maintenance of intervention services in order to address social-emotional, mental health and academic interventions and accelerated learning for students who may have developed learning gaps.
- Increased focus on language proficiency services, including the addition of Dual Immersion and Biliteracy Pathways.
- Maintenance of health services provided by health staff and nurses.
- Provision of hybrid parent engagement activities to accommodate both in-person and virtual attendance at many events offered at school sites and through the Selma Unified Parent University program.
- Continued and expanded work with PLCs and Leadership Teams in order to provide targeted support to individual students based on identified needs using various local and state assessments and surveys.
- Maintenance of digital resources identified as serving student needs; maintenance of technology equipment and infrastructure.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	74,421,286.00	73,342,710.00
	0.00	0.00
LCFF	74,421,286.00	73,342,710.00

* Totals based on expenditure amounts in goal and annual update section

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	74,421,286.00	73,342,710.00
	53,644,000.00	53,644,000.00
1000-1999: Certificated Personnel Salaries	12,148,694.00	12,146,694.00
2000-2999: Classified Personnel Salaries	6,811,474.00	6,811,474.00
4000-4999: Books And Supplies	1,619,666.00	543,090.00
5000-5999: Services And Other Operating Expenditures	197,452.00	197,452.00

* Totals based on expenditure amounts in goal and annual update section

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	74,421,286.00	73,342,710.00
		0.00	0.00
	LCFF	53,644,000.00	53,644,000.00
1000-1999: Certificated Personnel Salaries	LCFF	12,148,694.00	12,146,694.00
2000-2999: Classified Personnel Salaries	LCFF	6,811,474.00	6,811,474.00
4000-4999: Books And Supplies	LCFF	1,619,666.00	543,090.00
5000-5999: Services And Other Operating Expenditures	LCFF	197,452.00	197,452.00

* Totals based on expenditure amounts in goal and annual update section

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	67,258,138.00	66,179,562.00
Goal 2	3,798,108.00	3,798,108.00

Goal 3	3,184,251.00	3,184,251.00
Goal 4	180,789.00	180,789.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,673,021.00	\$1,673,021.00
Distance Learning Program	\$399,243.60	\$399,243.60
Pupil Learning Loss	\$2,032,700.00	\$2,032,700.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,104,964.60	\$4,104,964.60

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$373,021.00	\$373,021.00
Distance Learning Program	\$101,243.60	\$101,243.60
Pupil Learning Loss	\$1,707,700.00	\$1,707,700.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,181,964.60	\$2,181,964.60

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,300,000.00	\$1,300,000.00
Distance Learning Program	\$298,000.00	\$298,000.00
Pupil Learning Loss	\$325,000.00	\$325,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,923,000.00	\$1,923,000.00

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Selma Unified	Norma Barajas-Ruiz Director of State and Federal Programs	nbarajas@selmausd.org 5598986500

Plan Summary 2021-2022

General Information

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

Selma is located in California's Central Valley, approximately 20 miles south of Fresno. The city of Selma is located in a rural setting, surrounded by land devoted to agriculture. The agricultural industry in and near Selma includes both small and large farming entities. The Selma Unified School District serves the needs of a student population of approximately 6,393 from Transitional Kindergarten through twelfth grade. The district is comprised of 11 school sites and an Independent Study program. Eight of these sites are elementary sites, one is a middle school, one is an alternative education campus and the last site is the high school campus. The ethnic make-up of the school district as reported by CDE for 2019-20 is primarily Hispanic with a significant correlation among three subgroups of Hispanic, Socio-economically Disadvantaged, and English Learners.

Socio-economic Level -Approximately 85.6% of students qualify for Free/Reduced meals in 2020-2021. In 2019, the population in Selma was 24,959. The median income for a household in the city was \$40,815. The poverty rate for the city in 2019 was 24.35% and the median age is 30.1 years old.

English Learners-The 2019-20 district data verifies that 51% of the student population are identified as "Ever English Learners", that is students who are currently identified as English Learners (1,666) and students who have been Reclassified (1,514). Languages spoken by students in Selma include Spanish, Arabic, Punjabi, Hindi, Hmong, Lao, and Mixteco.

Another student group that Selma serves are students receiving Special Education services. In 2019-2020 there were 846 students receiving Special Education services. Services include Speech, Resource Specialist (RSP) and Special Day Classes (SDC). Students dually identified as English Learners and Special Education comprise 46% of the total students identified for Special Education services.

Reflections: Successes

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

The district has been successful in improving in Mathematics as measured by the California School Dashboard for 2018 and 2019. The performance in mathematics improved from Orange to Yellow with Asian students increasing by 14.5 points. Other student groups that demonstrated improvement were English Learners (+3.7), Hispanics (+3.2), and Socially Disadvantaged (+3.8). In order to continue to increase student achievement in Math, the district will utilize Renaissance Math to monitor

student progress at the local level.

Other areas of success are graduation rates and college and career rates. For the College and Career indicator, the district saw an increase of 6.3% in students reaching the "Prepared" level. No student groups are in the red performance level. For the Graduation indicator, the district saw an increase of 2.3% in the number of students who graduated. The district will continue to provide credit recovery courses to ensure students maintain graduation eligibility.

Reflections: Identified Need

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

The district has identified areas of improvement needed, based on the California School Dashboard for 2018-2019. There is a need to improve from the orange performance level for the "All Students" group in English Language Arts (ELA) In particular, there is a need for significant improvement in ELA for English Learners and students with disabilities. English Learners are in the orange performance level and -39 points below standard. The Students with Disabilities group is also in the orange performance level and -81.1 points below standard. The district plans to refine and increase the focus for these two student groups for professional learning provided to staff and for strategic intervention services. The district will provide professional learning and coaching in ELD to support English Learners. For all students, the district will focus on the use of the core adoption materials and aligned supplemental materials. PLC professional development will also be provided and will incorporate data from Renaissance.

Other areas for improvement are the Suspension and Chronic Absenteeism Rates, both of which are at the orange performance level. The district plans to provide professional learning in key areas that impact student discipline and address the provisions of tiered interventions for behavior. The district will continue to provide Home School Liaisons to assist with services that will increase and improve attendance. SchoolZilla will be used to help sites monitor attendance more closely throughout the school year.

For the College and Career indicator English Learners are at the "orange" level, which is two levels below the "all" student group. A focus on language development and increasing reclassification rates will assist the district in addressing this area. More closely monitoring reading and math with the Renaissance assessment at the 9-12 grade will be another strategy we will use to increase the CCI for English Learners.

LCAP Highlights

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

This year's LCAP continues the goals established by the district as they are long-term ongoing goals. Given the shifts brought about by the COVID-19 Pandemic, the actions reflect modifications needed to address student needs in both distance learning and in-person instructional settings. One key feature is the provision of the Extended Learning Program to all students TK-8. The Extended Learning Program is designed to provide supplemental services during the summer months to address learning loss. Specific services will be offered to English Learners, Homeless, Foster, and students enrolled in Migrant and Special Education Programs. An additional highlight in the LCAP is the refining of intervention services that include academic and emotional-mental supports and services. Finally, professional development is another key feature in the LCAP. Professional development will be critical in assisting in addressing the needs of student groups and individual students in the upcoming school year.

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.

Selma Independent school has been identified for comprehensive support and improvement (CSI).

Support for Identified Schools

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

Selma Independent conducted a WASC review for accreditation in 2018-2019. This process served the dual purpose of an accreditation review and the completion of a needs assessment and identification of resource inequities for the CSI plan. Through this process the school identified areas of strength and areas for improvement. This included the need to utilize formative assessments to monitor progress; providing science lab access and providing opportunities for Career Tech Education. These and other findings from the WASC process were used to create the sites Single Plan for Student Achievement (SPSA). The implementation of the plan will be monitored quarterly using district assessments. The district office provided technical support in the completion of the school's Single Plan for Student Achievement (SPSA). The SPSA plan includes the strategic use of the CSI funds allocated to the school.

Monitoring and Evaluating Effectiveness

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

The district will continue to work with the school site staff to ensure planned services are implemented, monitored and adjusted based on data. Each semester, district staff will meet with school staff to collaborate on the progress thus far. The implementation of the plan will be monitored quarterly using district assessments. The school sites Instructional Leadership Team in conjunction with district administrators will analyze various data and utilize their findings to revise and/or refine the school's plan. The district office will provide technical support for the implementation of the school's Single Plan for Student Achievement (SPSA).

Stakeholder Engagement

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

The involvement process in 2020-2021 included input opportunities for community members, students, DELAC, DPAC, collective bargaining units SUTA and CSEA, administrators and the board. The input sessions were designed to provide opportunities for input using a virtual format. The sessions included online resources for both input and collaboration. They also provided an opportunity to hear from district personnel who presented information on the services provided in our district under the 2019 LCAP and the 2020-2021 Learning Continuity and Attendance plan (LCP). Students continued to be included as part of a student survey that was made available for students in grades TK-12th. An LCAP survey was also available to parents and staff. All presentations and materials were available in both English and Spanish. Participants included teachers, principals, classified staff, and other administrators. All stakeholder input was then shared with the district leadership team and that team prioritized the input for district consideration. In addition, the district consulted with the Fresno County SELPA.

February 17, SELPA Meeting

March 1, LCAP Community Forum (community members, students, parents, classified staff, certificated staff, and administrators)

March 2, DRAFT LCAP District English Learner Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), and Migrant Parent Advisory Committee (MPAC) input session (parents)

March 2, LCAP SUTA and CSEA input session (bargaining units)

March 5, LCAP Review (District Advisory Team)

March 4-26, LCAP Student Input Survey

March 23, SELPA Meeting

April 15, SELPA Meeting

April 27, LCAP Board Input (board members)

April 29, LCAP DELAC/DPAC Draft LCAP presented for input from DELAC and DPAC-No questions were generated, therefore no written response from the Superintendent was required.

May 3-28, LCAP Parent and Staff Input Survey

May 13, 2021, SELPA Meeting

June 7-28 2021, LCAP Public Comment (community members, students, parents, classified staff, certificated staff, and administrators)

June 8, LCAP Public Hearing

June 29, LCAP Board Approval-Local Indicators were presented in conjunction with the LCAP adoption. Board adopted the budget this same meeting as the adoption of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by all stakeholders was greatly shaped by the Pandemic and the impact it had on schools. The parent surveys revealed the need to provide social-emotional and mental health supports and services for all students and individualized for students in the greatest need. Additionally, staff feedback highlighted the desire to continue to support and expand access to the arts for all students at all grade levels. Addressing the learning loss students may have experienced was feedback from both parent and staff stakeholder groups. Student input via a survey showed that students are also interested in increased access to the arts and that there is a need for increased support in Math.

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

Aspects of the LCAP that were influenced by input from parents was the need to provide instructional support to students who may have experienced learning loss due to the school closure in spring of 2019 or impacted by Distance Learning during the 2020-2021 school year. Some parents expressed their desire to reopen schools in order to help students who were struggling with school. It was important to many parents that the district continue to provide services such as mental health, social-emotional support, safe and orderly campuses, and access to the Visual and Performing Arts and College and Career programs.

The LCAP was influenced by input from staff (teachers, support personnel, classified, administrative) that addressed the need to continue to provide intervention services and access to Visual and Performing Arts at all levels. In particular, staff addressed the need to provide math intervention.

The bargaining unit's input influenced the LCAP in regards to the need to provide social, emotional, and mental health services to students and access to Visual and Performing Arts at all levels. Those services will continue in the LCAP and will include the addition of a curriculum for Social-Emotional Learning.

Students provided input that influenced the LCAP by communicating their interest in participating in band, sports, art, drama, and dance. The LCAP action item for the arts will be continued based on this feedback. Many students also expressed that they felt the schools were doing a great job of helping them learn.

DELAC, Migrant Parent Advisory Committee, and the District Parent Advisory Committee communicated that they supported the district's planned services as described in the draft LCAP, which incorporated input from all stakeholder groups.

Goals and Actions

Goal

Goal #	Description
1	All students in Selma Unified will make progress toward the goal of reaching proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

An explanation of why the LEA has developed this goal.

Selma Unified is committed to ensuring all students are making progress towards academic proficiency. Both state and local data demonstrate that there are achievement gaps for some student groups. For example, end-of-year 2021 STAR assessments for ELA project that 27% of students performed at CAASPP Levels 3

and 4, while this was 7% for ELs. In math, the end-of-year 2021 STAR assessments projected that 14% of students performed at CAASPP Levels 3 and 4 while English Learners were at 7% . These and other data demonstrate that ensuring that all students make progress requires that the district continue to provide high-quality, differentiated instruction and academic supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Smarter Balanced ELA	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N 30-20				TBD once results become available
Smarter Balanced Math	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N 30-20				TBD once results become available
Reclassification Rates	10.2%. Data Year: 2019-2020 Source: DataQuest				16.2%. Data Year: 2022-23 Source: DataQuest
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021				100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Facilities maintained in good repair	All facilities met good repair Data Year: 2019-2020 Data Source: Dashboard				All facilities met good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024
AP Exam Passage Rate	42% Data Year: 2019-2020 Source: DataQuest				44% Data Year: Summer 2023 Data Source: CollegeBoard

Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021				Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024
Other Outcomes- Physical Fitness Test	33% Data Year: 2018-2019				37% Data Year: 2022-2023 Data Source: DataQuest
CTE Pathway Completion Rate	46.4% Data Year: 2019-2020 Data Source: CALPADS EOY 1				48% Data Year: 2019-2020 Data Source: CALPADS EOY 1
EL students making progress toward English Proficiency	9.7% Data Year: Spring 2019 and 2020 Data Source: ELPAC				15% Data Year: Spring 2022 and 2023 Data Source: Summative ELPAC
A-G Completion Rate	11% Data Year: 2018 Data Source: DataQuest				15% Data Year: 2022-2023 Data Source: DataQuest
Appropriately credentialed teachers	Missassigned: Less than 3% Vacancies: Less than 2% Data Year: 2020-21 Data Source: CALPADS Data Source: Dashboard Fall 2021				Missassigned: Less than 3% Vacancies: Less than 2% Data Year: 2022-2023 Data Source: Dashboard
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	52% college-ready or conditionally ready Data Year: 2018-2019 Data Source: CAASPP				55% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP Test
EAP Math	20%				25%

Note: Local benchmarks will be used until CAASPP Results become available	Data Year: 2018-2019 Data Source: CAASPP Results				Data Year: 2022-2023 Data Source: CAASPP Results
High School Graduation Rate	92% Data Year: 2019-2020 Data Source: CALPADS/Additional Reports				95% Data Year: 2022-2023 Data Source: Dashboard Fall 2023
Broad course of study	Students enrolled in advanced academic courses: All 51% EL 13% Low-income 16% Students enrolled in VAPA courses: All % EL % Low-income % Data Year: 2020-21 Data Source: CALPADS Fall 2				Students enrolled in advanced academic courses: All % EL % Low-income % Students enrolled in VAPA courses: All 44% EL 20% Low-income 40% Data Year: 2023-24 Data Source: CALPADS Fall 2
Sense of safety and school connectedness	68% School Connectedness/70% Sense of Safety Data Year: 2018-2019 Data Source: CHKS/DataQest				70% School Connectedness/72% Sense of Safety Data Year: 2022-2023 Data Source: CHKS/DataQest
A-G Completion Rate and CTE Pathway Rate	A-G: All Students 46%, EL 60%, SPED 59%, SED 47% CTE Pathway: All Students 11%, EL 15%, SPED 0%, SED 9% Data Year: 2019-2020 Data Source: Dashboard				A-G: All Students 50%, EL 65%, SPED 64%, SED 52% CTE Pathway: All Students 16%, EL 20%, SPED 5%, SED 14% Data Year: 2022-2023 Data Source: Dashboard
Local Assessment-ELA	32% Data Year: 2020-2021 Data Source: STAR End of Year				35% Data Year: 2022-2023 Data Source: STAR End of Year
					40%

Local Assessment-Math	37% Data Year: 2020-2021 Data Source: STAR End of Year				Data Year: 2022-2023 Data Source: STAR End of Year
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1: Core Program	Selma Unified provides instruction that is designed to meet the diverse needs of our students. Core materials and educational technology access are provided for every student. First instruction is provided by properly credentialed teachers and supported by trained staff. This includes, classified, certificated and administrative personnel recruited to the district by providing competitive salary and benefits packages for all groups. The district will maintain properly credentialed staff by providing ongoing professional learning and training for all personnel. The district may provide additional administrative support based on district needs.	\$54,548,450.00	No
2	Action 2-Professional Development/Coaching	<p>The district increased the proficiency rates in CAASPP English Language Arts from 42% to 44% between 2017 and 2019. For Math CAASPP the district increased proficiency rates from 22% to 24% from 2017-2019. For English Learners, the district saw an increase in both ELA (7% to 13% Met or Exceeded Standard) and Math (5% to 7% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. For Socially Economically Disadvantaged students, the district saw an increase in both ELA (37% to 42% Met or Exceeded Standard) and Math (19% to 21% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. In order to continue to address the needs of English Learners, Special Education, Socially Economically Disadvantaged, and Homeless/Foster Youth students who are working towards proficiency, and for those students that will need to maintain proficiency levels, the district will continue to provide Professional Learning and Coaching support to all staff. The district will provide professional learning for teachers, classified staff, and administrators in Common Core State Standards implementation, data analysis, differentiated instruction, and in pertinent areas for classified staff. Professional Learning will include areas of focus on instruction for English Learners, Special Education, Foster Youth, and Low-Income students.</p> <p>The District will provide professional learning to site leadership teams. The site leadership teams will receive professional learning that addresses leadership topics that deepen the understanding of systems-thinking and Professional Learning Communities in order to nurture high levels of collaboration within and across district departments, refine district programs and practices to support the work of schools, and connect all district efforts to the learning outcomes that focus on English Learners, Foster Youth, Low-Income, and Reclassified students.</p>	\$576,436.00	Yes

The district will also provide additional access to professional learning by offering: Conference attendance, peer visitation, model classrooms, and district-to-district collaborations. Personnel at every site are provided with opportunities for release time to attend conferences, observations, or training utilizing both district and site funds. After hours professional learning may be offered as another option, with a focus on instruction for all content areas based on student needs. Staff participating in after-hours professional learning will receive compensation. Professional learning is coordinated in collaboration with site and district administrative staff.

Professional learning will be supported in collaboration with instructional coaches, teacher-librarians, and when needed, through consultants. The district provides instructional coaching support as part of the district's professional learning plan for teachers to assist all students in reaching proficiency levels, which includes a focus on addressing the needs of students in special populations. Coaching services and professional learning will be aligned with student needs as highlighted in local and state assessments and benchmarks. Coaches will work directly with teachers in coaching cycles that will focus on identified district-adopted instructional strategies and curriculum. The district will also provide classified staff and administrators with professional learning in areas of compliance and based upon surveyed needs.

As a result of implementing this action, we expect to maintain and/or show growth in CAASPP ELA; show growth in CAASPP Math, and increase proficiency rates in ELPAC. This will result in growth for all students and in particular of students in the unduplicated student groups in Math, ELD, and ELA CAASPP.

3	Action 3-English Learner Services	<p>English Learners Services- The district increased reclassification rates from 2018 to 2019 from 7.3% to 10.2% and will continue to refine existing services while adding new services to continue to increase these rates. The English Language Development (ELD) programs provided in the district include specific courses, curriculum, and instructional foci for a continuum of EL services. This continuum includes services for newcomers, ELs progressing on target, long-term English learners, ELs with urgent literacy needs, Dual Immersion, Biliteracy Pathways, and ongoing support for newly reclassified students. In accordance with Title III requirements, English Learner students receive both Designated and Integrated ELD instruction. Collaboration across departments is conducted in order to align services and programs. In addition, the Curriculum, Instruction, and Assessment department aggregate multiple data points to measure the impact of services provided to EL students.</p> <p>The district provides instructional coaches to provide professional learning, coaching support, and support services for EL programs. This team, in collaboration with other staff and providers, provides annual professional learning in both Designated and Integrated ELD to all teachers, administrators, and paraprofessionals. Coaches provide professional</p>	\$2,814,464.00	Yes
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learning specific to English Learners that meets Title III requirements to teachers, administrators, and support staff. The professional learning will provide additional academic language, academic discourse, and writing instruction supports that will allow English Learners to meet the criteria for reclassification.

An EL Committee will be convened at minimum four times during the year to review English Learner data and to provide the district with input on items related to English Learners, including the district's EL Master Plan.

The district provides support from Bilingual Instructional Aides for English Learners, SPED students, Foster Youth, and low-income students in need of additional support in Kindergarten and in Newcomers classrooms. Professional learning for Bilingual Instructional Aides is provided in areas such as Language Development, Early Literacy, Primary Language Literacy and behavior supports. The district will annually Assess and determine personnel needs in BIA positions. Bilingual Instructional Aides will provide support students by providing small group and individualized instructional support in both primary and secondary languages.

Each site meeting the requirements for the convening of an English Learners Advisory Committee convenes an ELAC Committee. After each ELAC Meeting, every school site will submit the agenda and minutes of all meetings to the Office of State and Federal Programs. A District English Learners Advisory Committee is established according to all legal requirements and advises the district governing board on the required tasks.

Migrant services are provided to students meeting eligibility for the Migrant Program. These services include summer programs, regional programs, and after-school services.

District departments working on English Learner services will collaborate and coordinate supports with Principals, Program Managers, and Program Manager Assistants and staff who work with students, and parents in the provision of English Learner services and parent engagement for parents of English Learners, Migrant, Reclassified, and Dual Immersion students.

Continued provision of these services has resulted in an increase in reclassification rates from 2017 to 2018. While there was a reduction in 2019, due to school closures and distance learning, the district supports these services and will continue to provide them.

4 Goal 1: Action 4- Collaboration	The district increased the proficiency rates in CAASPP English Language Arts from 42% to 44% between 2017 and 2019. For Math CAASPP the district increased proficiency rates from 22% to 24% from 2018-2019. For English Learners, the district saw an increase in both ELA (7% to 13% Met or Exceeded Standard) and Math (5% to 7% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. For Socially Economically Disadvantaged	\$362,924.00	Yes
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students, the district saw an increase in both ELA (37% to 42% Met or Exceeded Standard) and Math (19% to 21% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. While there are increases for all students and for unduplicated student groups, there is an achievement gap that requires that the district address the unique needs of unduplicated student groups in order to improve CAASPP scores for all students and student groups. One way we will address this gap is to continue to provide and refine our professional development and coaching. Specifically, we will focus on Professional Learning Communities, Renaissance data tools, Special Education, administrative leadership coaching, and English Learners instruction. This training and coaching will assist in the refinement of the implementation of collaboration (PLC) as a means to dialogue around teaching practices with a focus on students receiving Special Education and English Learners services. The district will continue to provide professional learning for all certificated personnel.

Using the Continuous Cycle of Improvement (CCI) model, the teams develop action plans to support and monitor teaching practices and student learning based on a growth mindset and high expectations.

The district will continue the K-6 embedded PLC schedule, utilizing certificated and classified PE personnel to provide student instruction during grade-level PLC times at all elementary school sites. Selma High, Abraham Lincoln Middle School, and Heartland will continue to implement PLCs using existing schedules.

It is expected that focused collaboration utilizing formative assessment data in the PLC format will help the district refine instruction and increase the number of students meeting proficiency on the CAASPP ELA in the next three years. The collaboration will include a focus on the unduplicated student populations.

5	Action 5-Supplemental Materials and Services	<p>The district increased the proficiency rates in CAASPP English Language Arts from 42% to 44% between 2017 and 2019. For Math CAASPP the district increased proficiency rates from 22% to 24% from 2017-2019. For English Learners, the district saw an increase in both ELA (7% to 13% Met or Exceeded Standard) and Math (5% to 7% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. This data reflects both increases and an achievement gap for unduplicated student groups. Supplemental materials and services are important resources for addressing this achievement gap. Some students living in low socio-economic circumstances may lack equitable access to learning materials, including books, and other stimulating materials to create a positive literacy environment (Bradley, Corwyn, McAdoo, & Garcia Coll, 2001; Orr, 2003). This action provides resources above baseline instructional supply levels to address these gaps based on identified student and teacher needs to provide supplemental materials in support of student learning.</p>	\$2,030,000.00	Yes
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		<p>Additionally, supplemental resources and services will equip students with supports needed to address the impacts of learning loss for unduplicated student groups.</p> <p>The district will in part address this by providing all students with supplemental standards-aligned resources and supports, including resources with which to provide technology integration, intervention, STEAM activities, language development resources, and enrichment activities. These also include contracts for data resources, assessment tools, and progress monitoring tools. An analysis of current supplemental curriculum materials will be conducted in 2020-2021 to determine the impact of these materials on student achievement.</p> <p>We believe that by analyzing what we have in place and providing the materials and resources that have the highest impact on student learning will allow for us to provide students with learning opportunities that are differentiated and engaging. This in turn will assist us in improving student performance in ELPAC, Science, and CAASPP Math and ELA. Efforts in this action item will focus primarily on meeting the needs of unduplicated student groups.</p>		
6	Action 6-Career Technical Education	<p>College and Career Indicator data demonstrate an improvement of 6.3% from 2018-2019 as measured by the College and Career Indicator. This contributes to the district's plan to continue providing increased access to Career Technical Education by supporting current pathways and establishing new pathways in CTE. An ongoing partnership with VROP is one strategy that is in place for CTE. A district committee for College and Career is working to create a plan that will incorporate upper elementary-12th grade actions designed to increase student awareness of college and career opportunities, A-G requirements, and parent involvement in this area. In addition, the high school Learning Directors will be trained on the College and Career Indicator and the monitoring of student progress on this item.</p> <p>A review and analysis of local and state data identified a need to provide a caring adult on campus, Learning Directors and/or At-Risk Counselors, who can ensure our most at-promise students are provided increased access and awareness of the CTE/VROP courses available at secondary sites. Learning Directors will also ensure students are goal-setting and have a pre-determined plan for the completion of CTE/VROP pathways and graduation in order to successfully enter post-high school college and career paths. Local data and our experience show that CTE courses provide deeper ties to school and help attain better student engagement/attendance with fewer behavior issues. CTE/VROP courses offer practical real-world applications of knowledge and work experience, making course content highly relevant to students. Participating students are also able to explore possible careers and gain actual work experience that could assist them in future job placement.</p>	\$1,918,475.00	Yes

		<p>For many students, especially students from unduplicated groups, career courses provide a source of motivation and engagement. In addition, making these courses both A-G and Dual Enrollment approved assists students in entering the workforce earlier and/or reducing the course loads and costs needed to graduate from college. These funds will provide teachers with Career Tech Pathway courses at the middle school and high school levels. These include courses such as; Agriculture, Manufacturing, Firefighting, and Nursing.</p> <p>We believe that providing access to CTE courses and programs promotes engagement and increases motivation. Attributes that will go on to have a positive effect on academic and behavior expectations. These services will assist the district in providing students with access to CTE courses, specifically increasing the number of students from the unduplicated groups.</p>		
7	Action 7-Libraries	<p>The unduplicated student data showed that ELA CAASPP scores improved slightly from 41.11% to 41.70% for Economically Disadvantaged students and from 12.28% to 13.13% for students in the Special Education program on CAASPP ELA, for English Learners the increase was from 9.96% to 13.01%. While there are increases for all students and for unduplicated student groups, there is an achievement gap that requires that the district address the unique needs of unduplicated student groups in order to improve CAASPP scores for all students and student groups. Supplemental services via school libraries will provide access to materials and resources that will assist students in acquiring 21st Century Skills and improving literacy skills. The district provides a standard for school library facilities, staffing, including buildings, technology resources, and reading materials. Reading materials are provided at various reading levels, languages and can be checked out in digital formats. Library staff are trained to provide literacy workshops for families. All of this supports the need to increase access to literacy resources for low-income families.</p> <p>We believe that providing library services that contribute to enrichment activities, intervention activities and instruction in all content areas will improve student performance in ELA and Math CAASPP. Efforts in this action item will focus primarily on meeting the needs of unduplicated student groups.</p>	\$1,558,370.00	Yes
8	Action 8-Visual and Performing Arts	<p>The district increased the proficiency rates in CAASPP English Language Arts from 42% to 44% between 2017 and 2019. For Math CAASPP the district increased proficiency rates from 22% to 24% from 2017-2019. For English Learners, the district saw an increase in both ELA (7% to 13% Met or Exceeded Standard) and Math (5% to 7% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. While this data demonstrates growth for unduplicated student groups, it also demonstrates an achievement gap when compared to the All Student group. Visual and Performing Arts have been a contributor to student engagement and provide students with opportunities to engage in activities that support mental health. For these reasons, the district plans to continue to provide these services.</p>	\$1,380,424.00	Yes

The district is a recipient of the Any Given Child grant. This initiative's goal is to provide access and equity for all students in grades K-8 in arts education. The district has a Visual and Performing Arts (VAPA) Liaison whose duties include working with the Community Arts Team to develop a plan to provide K-8th grade students opportunities and access to all art disciplines. VAPA staff provide high-quality programs and courses including elementary and secondary instrumental music, art, choir, drama, and Folklorico dance.

The district will continue to develop site and district level recruitment programs; provide ongoing collaboration between arts programs; provide opportunities for experts in the fine arts to collaborate with personnel and students; Promote the arts with a variety of events; Provide for purchases in vocal music, performing arts, and visual arts, as well as instrumental music; Provide for purchasing and repairing costumes, uniforms, concert attire, and instruments; Provide funds to hire support personnel at the elementary level; Provide funds for summer art camps; Provide funds to outfit facilities housing the arts programs with updated technology and equipment.

Through this action item, Selma will promote and increase participation in school activities that create students' positive connections to their school. Research shows that visual and performing arts activities in school have positive social impacts (Kisida and Bowen, 2019), support increased attendance (Taetle, 1999), and influence academic achievement and behavior (Chen, 2020). Providing unduplicated students with VAPA programs will increase engagement, support improved academic achievement, and connect students to school, thus improving attendance rates. by improved CAASPP and ELPAC data in addition to increased rates of school connectedness. These services will assist the district in providing students with access to the arts, specifically increasing student participation for students from the unduplicated groups.

9 Action 9-Learning Environments	<p>Learning environments are positive and effective for all students and while those learning environments were for the most part virtual in 2020-2021 the expectation remained the same. Dashboard data for the 2019 Suspension indicator showed no increase in suspensions for the "All Student" group. Local survey input highlighted the need for social, emotional, and mental health needs. For the upcoming school year, maintaining positive and supportive learning environments will be an area the district will continue to focus on in order to impact the academic achievement of students in the unduplicated groups. The district implements the systems of support framework at all school sites. Continued implementation of academic and behavior supports will include Leadership Teams at every school site that will utilize academic data, including discipline data, to identify areas of needs and strengths for the planning of site goals. An emphasis on Social, emotional, and mental health will be implemented. All sites are provided with staff that contributes to physical and emotional safety supports and services. Professional learning for all staff includes the Nuerosequential Model in Education, restorative justice practices, positive supports, mentoring, and coordination of wrap-around supports.</p>	\$1,271,635.00	Yes
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		<p>We know that the learning environment has an impact on teaching and learning and we recognize the importance of creating safe, orderly, and positive campuses as well as respectful and inclusive relationships. We believe that this will allow students to feel engaged, safe, and supported in order to maximize their learning. This, in turn, will allow for students in the unduplicated groups to make both academic and social-emotional progress measured by CAASPP, suspension/ expulsion rates, and the school climate survey data. Efforts in this area will continue to focus on meeting the needs of our most at-risk students in the unduplicated groups.</p>		
10	Educational Technology	<p>The unduplicated student data show the need for improvement in CAASPP scores. The need for students to engage in learning that supports and reinforces the integration of educational technology is important to student improvement in CAASPP. The district believes that content, as well as the context in instruction and assessment, are important learning tools and educational technology is a critical context-setting resource. Our unduplicated students demonstrate a need for increased access to current and regularly upgraded, classroom technology, which provides greater opportunities and access to 21st-century knowledge and skills thus improving college and career readiness over time. Teachers will use the technology daily in order to create a more engaged individualized learning environment through the use of digital academic tools and interactive platforms.</p> <p>The district will provide staff, infrastructure, software, online access, and hardware that will supplement instruction for all students. Instruction will be enhanced and supplemented by the use of student computers, educational learning programs, and access to WIFI for practice and review from home. Research states that incorporating technology into classroom instruction creates a more engaged environment, incorporates different learning styles, improves collaboration, and prepares students for the future.</p> <p>It is expected that the provision of these services and supports will help the district refine instruction and increase the number of students meeting proficiency on the CAASPP ELA in the next three years. The Educational Technology efforts will include a focus on the unduplicated student populations.</p>	\$958,277.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Academic and behavioral services will be provided in order to address individual needs and to close learning gaps.

An explanation of why the LEA has developed this goal.

Goal 1 in the LCAP addressed Tier I, Goal 2 moves on to address the needs of students who will need Tier II and/or Tier III interventions. Meeting our goals will require that every student make progress towards academic and behavior goals, and we recognize that this requires addressing the specific and individualized needs of our students, in particular those from unduplicated student groups. The district increased the proficiency rates in CAASPP English Language Arts from 42% to 44% between 2017 and 2019. For Math CAASPP the district increased proficiency rates from 22% to 24% from 2017-2019. For English Learners, the district saw an increase in both ELA (7% to 13% Met or Exceeded Standard) and Math (5% to 7% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. While there is growth in the All student group, there is an achievement gap for some students in the unduplicated student groups, in particular, English Learners.

For these reasons, we will continue with this goal as addressing the unique student needs continue to be critical to student growth and success. The district will utilize state and local data, to identify students in need of intervention for academic, linguistic, and social-emotional services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Suspension Rate	5.9% Data Year: 2019-2020 Data Source: DataQuest				5.0% Data Year: 2022-2023 Data Source: DataQuest
Expulsion Indicator	.18% Data Year: 2019-20 Data Source: DataQuest				Below 1% Data Year: 2022-23 Data Source: DataQuest
					< 1

Middle School Dropout Rate	1 Data Year: 2019-20 Data Source: DataQuest				Data Year: 2022-2023 Data Source: DataQuest
High School Dropout Rate	0.6% Data Year: 2019-2020 Data Source: DataQuest				0.5% Data Year: 2022-2023 Data Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1-Interventions	<p>The district continues to improve and innovate the supports for students, including for students in the unduplicated groups, designed to meet specific needs. The district increased the proficiency rates in CAASPP English Language Arts from 42% to 44% between 2017 and 2019. For Math CAASPP the district increased proficiency rates from 22% to 24% from 2017-2019. For English Learners, the district saw an increase in both ELA (7% to 13% Met or Exceeded Standard) and Math (5% to 7% Met or Exceeded Standard) as measured by the CAASPP results of 2017-19. While this demonstrates growth, it also demonstrates an achievement gap for unduplicated student groups. By continuing to focus on academic goals and services, including intervention, we will be able to meet student needs through an enhanced Multi-Tiered (Tier I, Tier II, and Tier III services) System of Supports (MTSS).</p> <p>In support of Tier I first instruction, intervention services are provided to further develop the academic, emotional, and behavioral needs of students. For academic interventions, the focus is literacy. Intervention services are provided district-wide via Intervention personnel. The Intervention teachers work with school principals, leadership teams, and grade-level teams to collaborate on curriculum, students, data, and professional learning.</p> <p>Transitional Kindergarten will be provided as a service to provide supplemental instruction that will support students when entering Kindergarten. The focus for these services is oral language development and early literacy for the targeted student groups.</p> <p>Intervention and Enrichment services over the summer will be provided to elementary students identified as in need of intervention or enrichment. The high school will also offer summer services for credit recovery and go-ahead courses. These courses will provide students with opportunities to continue or regain "on-track" status towards graduation.</p> <p>After-school programs provide additional academic support and are in place at all elementary schools, and at the middle school and high school. After-school programs offer</p>	\$1,911,713.00	Yes

	<p>a variety of activities designed to supplement the instructional day and to provide enrichment opportunities.</p> <p>We believe that students in the unduplicated student groups will need supports and services that extend beyond the school day and school year. We also believe it is important that students who are in need of intensive interventions receive interventions that address and support specific student needs as identified by district benchmarks and screening assessments. These services should be aligned with classroom instruction and coordinated with services such as ELD and SPED.</p> <p>We will ensure these services are monitored and evaluated in order to inform curriculum and programs, especially those focused on students in the unduplicated groups. We expect that these services will increase proficiency rates in ELPAC and CAASPP.</p>		
2	<p>Action 2-Social Emotional Interventions/Supports</p> <p>With the impact of the Pandemic, it is expected that many English Learners, Socially-Economically Disadvantaged, Special Education, Foster, and Homeless students will be in need of social, emotional, and behavioral supports. Addressing these needs is critical in helping students achieve academically, socially, and emotionally. Additionally, addressing these needs will be critical in closing achievement gaps and mitigating learning loss. Local surveys stated an overwhelming consensus regarding the need to provide social, emotional, and mental health supports.</p> <p>The district will create behavioral, social, and emotional goals that are met through a Multi-Tiered (Tier I, Tier II, and Tier III services) System of Supports (MTSS). For behavioral intervention services, school sites are implementing various evidence-based behavioral strategies at the individual, classroom, and school levels. School Psychologists and Mental Health Clinicians provide social skills groups using evidence-based practices and provide individual counseling. Mental Health Clinicians provided therapy services including, dog therapy. At-Risk Counselors at the secondary sites assist with the provision of behavioral and academic interventions. Some sites enlist support personnel for additional services in this area. Furthermore, sites promote positive behavior expectations through signage, discipline handbooks, assemblies, and classroom character education lessons.</p> <p>Staff will also be provided with professional learning designed to assist them in providing social, emotional, and mental health intervention. This professional learning will include topics such as Nuerosequential Models for Education and Trauma-Informed Instruction.</p> <p>Meeting the needs of the whole child is necessary in order to make strides in academic (CAASPP) and behavioral performance (Suspension/Expulsion). It is also critical to have tiered supports that can address individual needs across the district. These services provided in tandem with academic supports, in particular for students in the unduplicated groups, will allow the district to meet very specific social/emotional and academic needs.</p>	\$931,365.00	Yes

This, in turn, will result in increased CAASPP results in ELA and Math, in addition to increased numbers of students reporting school connectedness.

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Intensive Supports will be provided to ensure that every student is making progress and is supported in a way that meets individual needs.

An explanation of why the LEA has developed this goal.

Goals 1 and 2 of the LCAP, primarily address Tier I, Tier II, and some Tier III of the Multi-Tiered Systems of Support. Goal 3, focuses on Tier III supports. Through local surveys, input from staff, and mental health clinicians, students from the unduplicated counts may be in need of increased services to address, social-emotional, mental health, school connectedness, attendance, and academic progress. This goal provides for services that will support students with the greatest needs in these areas. Key indicators that will be monitored are attendance and chronic attendance which may be impacted by social-emotional and mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Chronic Absenteeism	11%. Data Year: 2019-2020				10% Data Year: 2022-2023 Data Source: Dashboard

	Data Source: Dashboard				
Attendance	96% Data Year: 2020-2021 Data Source: CALPADS P-1				97% Data Year: 2022-23 Data Source: CALPADS P-1

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1-Individualized Intervention and Support Services	<p>The unduplicated student data showed that ELA CAASPP scores improved slightly from 41.11% to 41.70% for Economically Disadvantaged students and from 12.28% to 13.13% for students in the Special Education program on CAASPP ELA. However, is anticipated that due to the effects of the Pandemic, that there may be more students from the unduplicated student group who will be in need of individualized supports. The district will provide these individualized services in a collaborative effort with other state and federal programs and funding sources. Students will be best assisted with services that are aligned and that support the student's academic and behavioral needs. Funds will provide materials, services, and resources to support students in the unduplicated groups.</p> <ul style="list-style-type: none"> -RSP/SDC supplemental assistants were assigned to focus on the needs of the unduplicated special education students. (supplemental support, not 1:1 aides required per IEPs) -Increased psychologist services district-wide (above services specified in IEPs) Supplemental SPED Materials and Resources above and beyond those in a student's IEP: -Goalbook Technology Resource -Professional Development for SPED personnel on CCSS alignment. -Release time for PD opportunities out of the district. -Special Day Class Class Sizes reduced (not in IEPs) -Chief Academic Officer <p>Our data demonstrate that students English Learners, Special Education, Socially Economically Disadvantaged, Foster, Homeless, and students not meeting grade-level standards have been in the lowest-performing groups on CAASPP ELA and Math. Effectively meeting the needs of these students requires coordination of services, cohesion in the development and implementation of instructional plans, and educators collaborating. Additionally, support staff will monitor data to ensure students are progressing towards academic proficiency as well as providing proactive support for students' social and emotional needs. These supports include individualized attention, offering encouragement, communicating the importance of education, and ensuring students have the necessary tier 2 and tier 3 supports for them to be successful. addition, the unduplicated groups will</p>	\$1,515,113.00	Yes

	<p>benefit and make academic progress via the inclusion of educational technology resources, tools, and instruction.</p> <p>The primary purpose of progress monitoring is to determine which students are not responding adequately to instruction. Progress monitoring also allows teachers to track students' academic progress and growth across the entire school year. Progress monitoring provides teachers and staff with ongoing cycles of data to help students make the needed academic progress. implementation of these services and supports will result in increasing the number of students from these groups reaching Level 3 and 4 of CAASPP ELA and Math and English proficiency.</p>		
2 Action 2-Pupil Services/Attendance	<p>Dashboard data from 2018 and 2019 show a decrease in Chronic Absenteeism, from 11.3% to 10.8%. When conducting an analysis of student needs, including those of students in the unduplicated groups, for some students attendance has an impact on learning and/or behavior. In order to assist these students, the district will continue to provide support to students who are chronically absent and for those whose absences are impacting their learning. A Pupil Services Coordinator works with all school sites for the reporting of attendance, school site-based intervention through Student Attendance Review Teams (SART), and Student Attendance Review Board (SARB). Social Worker(s) working with the district and site Home School Liaisons will support schools in the provision of increased family engagement, access to community resources, collaboration with district/community mental health organizations to help youth in building resilience, address mental health disorders, and to nurture social-emotional wellness. Responding to the surge in student anxiety and depression is the impetus to plan and implement these services. Services would offer additional mental, behavioral, and physical health services to help families navigate trauma and other challenges and provide extra personnel to address the crisis. The work is designed to be collaborative and engages the parents in the process.</p> <p>We believe that building strong home-school connections through supportive and positive interactions will help us improve attendance, especially for those with chronic attendance. Both the coordinator and the home-school liaison provide a point of contact for parents involved in attendance programs like SARB through the identification of needs for students/families with health referrals, mental health referrals, and related services. These services are primarily directed towards the unduplicated students in need of attendance support and will help improve attendance rates.</p>	\$263,026.00	Yes
3 Middle School Intervention Classroom	<p>For students at the middle school, there is a need to provide additional instructional and behavioral supports to English Learners, Special Education, Socially-Disadvantaged, Homeless, and Foster Youth students who may be experiencing difficulties with the transition to middle school. In an effort to provide an additional tier of supports for students in the unduplicated groups at the middle school the district will provide an Intervention class. The class will provide behavioral and academic intervention for students, provided by a teacher in a self-contained classroom, prior to off-campus suspension and both voluntary and</p>	\$142,583.00	Yes

involuntary transfers to Heartland Alternative Education. The class may have short-term participants (one-three periods), midrange participants (students with an On-Campus Suspension for one-five days), and long-range participants (up to one quarter or nine weeks) depending on the individualized intervention plan created by a team of educators, the student, and the parents. The plan will be created prior to the placement of the student in the class. For students placed in the class for up to one quarter or nine weeks, the individualized intervention plan will be reviewed and updated by the team of educators, the student, and the parents every three weeks.

Due to the fact that the vision for the class is one of behavioral, academic, and social-emotional intervention, the At-Risk Counselor would be expected to work with class participants on behavioral, academic, and social-emotional strategies. For more intense supports the Mental Health Clinicians and psychologists would also be called upon to provide assistance and help develop the individualized intervention plan. Students who participate in this class will have complete access to the core curriculum, support services (ELD/Literacy Intervention/SPED), and co-curricular activities. Coordination with classroom teachers will be required in order to ensure that students assigned to the class for 1-3 periods or 1-5 days are provided with any classwork that they are responsible for. This service in combination with other Tier I, II, and III supports are designed to provide students in the unduplicated groups with the tools needed to be successful.

By providing students from the unduplicated groups enrolled in this class with an individualized intervention plan designed by a collaborating team of educators, the student, and parents we believe we will have a positive impact on both academic and behavioral progress for these students. This impact will be measured by local assessments, CAASPP, and an SEL survey. We will maintain a particular focus on the unduplicated student groups.

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Action 1-Parent and Family Engagement

An explanation of why the LEA has developed this goal.

Parental engagement and support for school and district initiatives are very important in the collaborative work to address student needs and improve student progress. Furthermore, parent engagement contributes to student growth and achievement. During the 2020-2021, school year the district implemented various virtual parent engagement activities, resulting in increased parent participation. The district will use these results to plan for parent engagement for future school years, including continuing virtual access to events, which allowed for increased attendance at events. We will also continue to use surveys as a tool for parent input to inform our work in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent Survey Participation	2% Data Year: 2019-2020 Data Source: Parent Survey				20% Data Year: 2022-2023 Data Source: Parent Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Action 1-Parent and Family Engagement	Survey data reflected a need to provide opportunities for parents and families from the unduplicated groups to enhance their knowledge and skills in educational programs in order to best support their children. Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in unduplicated groups. The district was able to increase engagement activities through the use of virtual settings during the 2020-2021 school year. The district was also able to expand partnerships with local agencies and other parent involvement groups in order to promote parent engagement. The district's Parent University program will continue to be the district's main component for parent and family engagement.	\$25,000.00	Yes

		<p>In order to facilitate parent participation in these services, the district will provide babysitting, translating, and materials for parent involvement activities. The district will also provide skilled interpreting services at parent and community events, by providing training for interested bilingual staff. Events will be provided in virtual and in-person when it is possible. These services will enhance school-home connection and collaboration and will assist the district in developing services for students from the unduplicated groups.</p> <p>Meaningful parent involvement will provide parents with opportunities to engage with the school community, support their children’s academic progress, and further their own knowledge of school systems, and build their skills in educational technology. Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in unduplicated groups. The district has established connections with local agencies and provides advisory committees to further this work and will continue to expand and refine the district-wide parent involvement framework.</p> <p>We believe that providing parent engagement and input opportunities in a variety of formats and topics will increase parent engagement, including the annual parent survey.</p>		
2	Action 2-Parent Participation	<p>Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in unduplicated groups. The district will provide ongoing parent involvement, input, and advocacy opportunities via SSC, ELAC, DELAC, DPAC, MPAC, and Parent Clubs. These activities in conjunction with parent engagement and education opportunities will help strengthen the home-school connection for all students and in particular for students in the unduplicated groups. That home-school connection is strengthened by parent input, including the annual parent survey. Schools will work to increase participation in parent and family engagement activities and on the annual survey.</p>	\$0.00	Yes
3	Action 3-LCAP Coordination	<p>The unduplicated students are the lowest-performing students on academic and suspension Dashboard Indicators. Meeting the needs of unduplicated groups requires providing personnel to coordinate, implement and monitor the LEAs strategic plan (LCAP) with special emphasis on social-emotional, behavioral, ELD, and Math/ELA strategies, resources, programs, and materials as well as analysis and collection of data for the process of monitoring student outcomes. This data will help the district ensure that all students are making adequate progress towards academic and socio-emotional achievement and allow the district to make adjustments to actions in order to continue the focus on the needs of unduplicated students.</p> <p>Additionally, this will support a focus on the parents of unduplicated students and increasing their engagement in their child's education as well as engage them in this process of implementation, analysis, and refinement of services for the unduplicated population. This support to parents and families will provide students in the unduplicated</p>	\$67,816.00	Yes

groups with stronger family-school connections for more individualized supports. Administrative and clerical support will be provided in order to accomplish this action item. This personnel will co-facilitate the LCAP process, and guide the work of parent groups including DELAC, Migrant Parent Advisory, and the District Parent Advisory Committee.

We believe the implementation of this action item will assist the district in improving student academic, socioemotional, and ELD levels (CAASPP and ELPAC) as well as decreasing the suspension rate of unduplicated students and in the monitoring of student outcomes in collaboration with parents.

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.92%	\$17,727,621.00

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, Selma Unified District has calculated that it will receive \$17,727,621 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include:
- Professional Development & Coaching and related services (Goal 1 Action 2)
 - Bilingual Instructional Aides and supplemental ELD resources (Goal 1 Action 3)
 - PE Teachers and Collaboration PL (Goal 1 Action 4)
 - Supplemental Education Technology and CCSS aligned resources (Goal 1 Action 5)
 - Access to CTE and other Broad Courses of Study (Goal 1 Action 6)
 - Library services including library personnel (Goal 1 Action 7)
 - Access to VAPA services (Goal 1 Action 8)
 - Positive and Healthy Learning Environment personnel (Goal 1 Action 9)
 - Instructional Technology (Goal 1 Action 10)
 - Intervention Personnel, Summer School and After School Programs (Goal 2 Action 1)
 - Mental Health Clinicians and At-Risk Counselors (Goal 2 Action 2)
 - Other Services (Goal 3 Action 1)
 - Pupil Services Coordinator (Goal 3 Action 2)
 - Middle School Intervention Class (Goal 3 Action 3)
 - Parent and Family Engagement (Goal 4 Action 1)
 - Parent Participation (Goal 4 Action 3)
 - LCAP Coordination (Goal 4 Action 3)

These actions/services are being implemented to better serve our highly at-risk and mobile population of English Learners, Socioeconomically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Selma Unified be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Selma Unified. Since our unduplicated student population count is over 85.3% of total enrollment, all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the efficiency of delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 20%. Selma Unified has demonstrated that it has met the 32.92% proportionality percentage by expending \$17,727,621 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

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 \$17,727,621 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 32.92%. Our LEA has demonstrated that it has met the 32.92% 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.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$72,276,071.00				\$72,276,071.00	\$12,456,288.00	\$5,271,333.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Action 1: Core Program		\$54,548,450.00				\$54,548,450.00
1	2	Action 2-Professional Development/Coaching	English learner (EL), Foster Youth, Low Income	\$576,436.00				\$576,436.00
1	3	Action 3-English Learner Services	English learner (EL)	\$2,814,464.00				\$2,814,464.00
1	4	Goal 1: Action 4-Collaboration	Low Income, Foster Youth, English learner (EL)	\$362,924.00				\$362,924.00
1	5	Action 5-Supplemental Materials and Services	English learner (EL), Foster Youth, Low Income	\$2,030,000.00				\$2,030,000.00
1	6	Action 6-Career Technical Education	English learner (EL), Foster Youth, Low Income	\$1,918,475.00				\$1,918,475.00
1	7	Action 7-Libraries	English learner (EL), Foster Youth, Low Income	\$1,558,370.00				\$1,558,370.00
1	8	Action 8-Visual and Performing Arts	Low Income, Foster Youth, English learner (EL)	\$1,380,424.00				\$1,380,424.00
1	9	Action 9-Learning Environments	English learner (EL), Foster Youth, Low Income	\$1,271,635.00				\$1,271,635.00
1	10	Educational Technology	Foster Youth,	\$958,277.00				\$958,277.00

			English learner (EL), Low Income					
2	1	Action 1-Interventions	Low Income, English learner (EL), Foster Youth	\$1,911,713.00				\$1,911,713.00
2	2	Action 2-Social Emotional Interventions/Supports	Low Income, Foster Youth, English learner (EL)	\$931,365.00				\$931,365.00
3	1	Action 1-Individualized Intervention and Support Services	Foster Youth, Low Income, English learner (EL)	\$1,515,113.00				\$1,515,113.00
3	2	Action 2-Pupil Services/Attendance	Foster Youth, English learner (EL), Low Income	\$263,026.00				\$263,026.00
3	3	Middle School Intervention Classroom	Low Income, Foster Youth, English learner (EL)	\$142,583.00				\$142,583.00
4	1	Action 1-Parent and Family Engagement	Low Income, Foster Youth, English learner (EL)	\$25,000.00				\$25,000.00
4	2	Action 2-Parent Participation	Low Income, Foster Youth, English learner (EL)					\$0.00
4	3	Action 3-LCAP Coordination	Low Income, English learner (EL), Foster Youth	\$67,816.00				\$67,816.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$17,727,621.00	\$17,727,621.00
LEA-wide Total:	\$17,585,038.00	\$17,585,038.00

Limited Total:		
Schoolwide Total:	\$142,583.00	\$142,583.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Action 2-Professional Development/Coaching	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$576,436.00	\$576,436.00
1	3	Action 3-English Learner Services	LEA-wide	English learner (EL)	All Schools	\$2,814,464.00	\$2,814,464.00
1	4	Goal 1: Action 4-Collaboration	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$362,924.00	\$362,924.00
1	5	Action 5-Supplemental Materials and Services	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,030,000.00	\$2,030,000.00
1	6	Action 6-Career Technical Education	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,918,475.00	\$1,918,475.00
1	7	Action 7-Libraries	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,558,370.00	\$1,558,370.00
1	8	Action 8-Visual and Performing Arts	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,380,424.00	\$1,380,424.00
1	9	Action 9-Learning Environments	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,271,635.00	\$1,271,635.00
1	10	Educational Technology	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$958,277.00	\$958,277.00
2	1	Action 1-Interventions	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,911,713.00	\$1,911,713.00
2	2	Action 2-Social Emotional Interventions/Supports	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$931,365.00	\$931,365.00
3	1	Action 1-Individualized Intervention and Support Services	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$1,515,113.00	\$1,515,113.00
3	2	Action 2-Pupil	LEA-wide	Foster Youth, English learner	All Schools	\$263,026.00	\$263,026.00

		Services/Attendance		(EL), Low Income			
3	3	Middle School Intervention Classroom	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Abraham Lincoln Middle School	\$142,583.00	\$142,583.00
4	1	Action 1-Parent and Family Engagement	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$25,000.00	\$25,000.00
4	2	Action 2-Parent Participation	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
4	3	Action 3-LCAP Coordination	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$67,816.00	\$67,816.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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 2020–23 LCAP from the 2017–20 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.