



CLOVIS

U N I F I E D

SCHOOL DISTRICT

LCFF Budget Overview for Parents

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

CDS Code: 10621170000000

School Year: 2023-24

LEA contact information:

Corrine Folmer

Superintendent

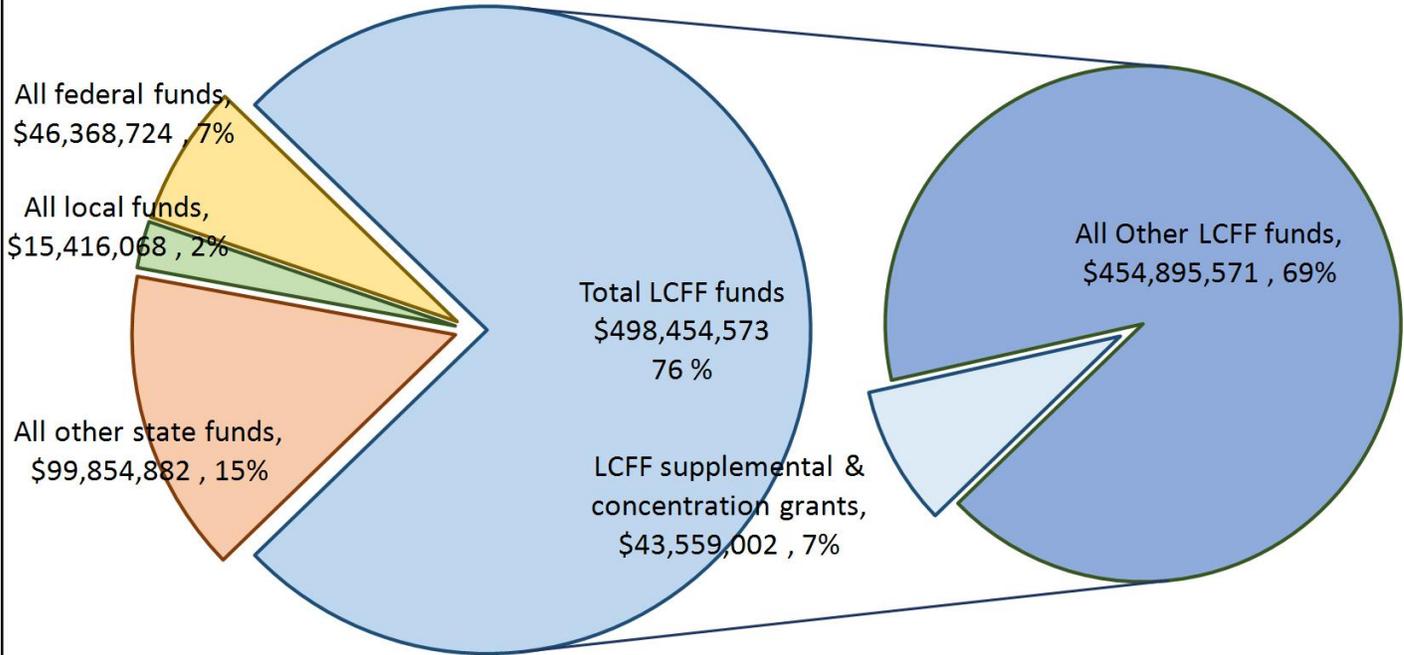
corrinefolmer@cusd.com

559--327-9000

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

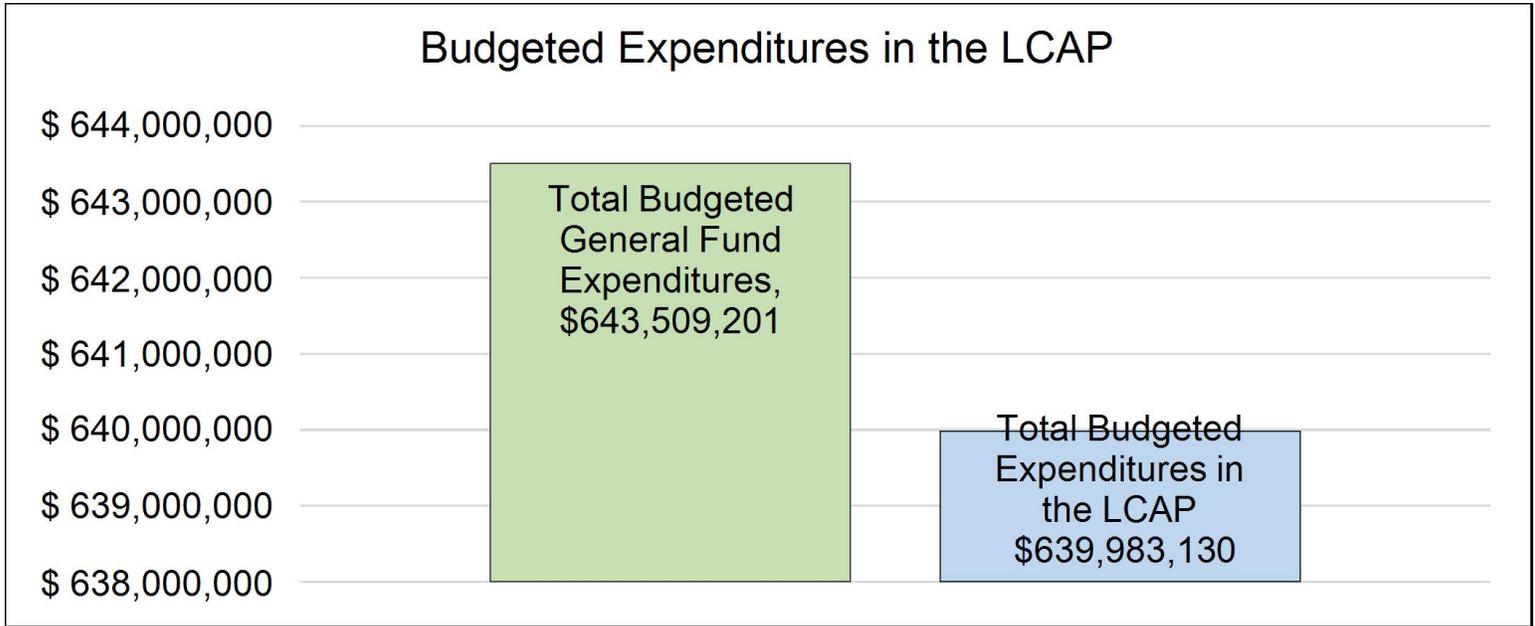


This chart shows the total general purpose revenue Clovis Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clovis Unified School District is \$660,094,247, of which \$498,454,573 is Local Control Funding Formula (LCFF), \$99,854,882 is other state funds, \$15,416,068 is local funds, and \$46,368,724 is federal funds. Of the \$498,454,573 in LCFF Funds, \$43,559,002 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 Clovis Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Clovis Unified School District plans to spend \$643,509,201 for the 2023-24 school year. Of that amount, \$639,983,130 is tied to actions/services in the LCAP and \$3,526,071 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

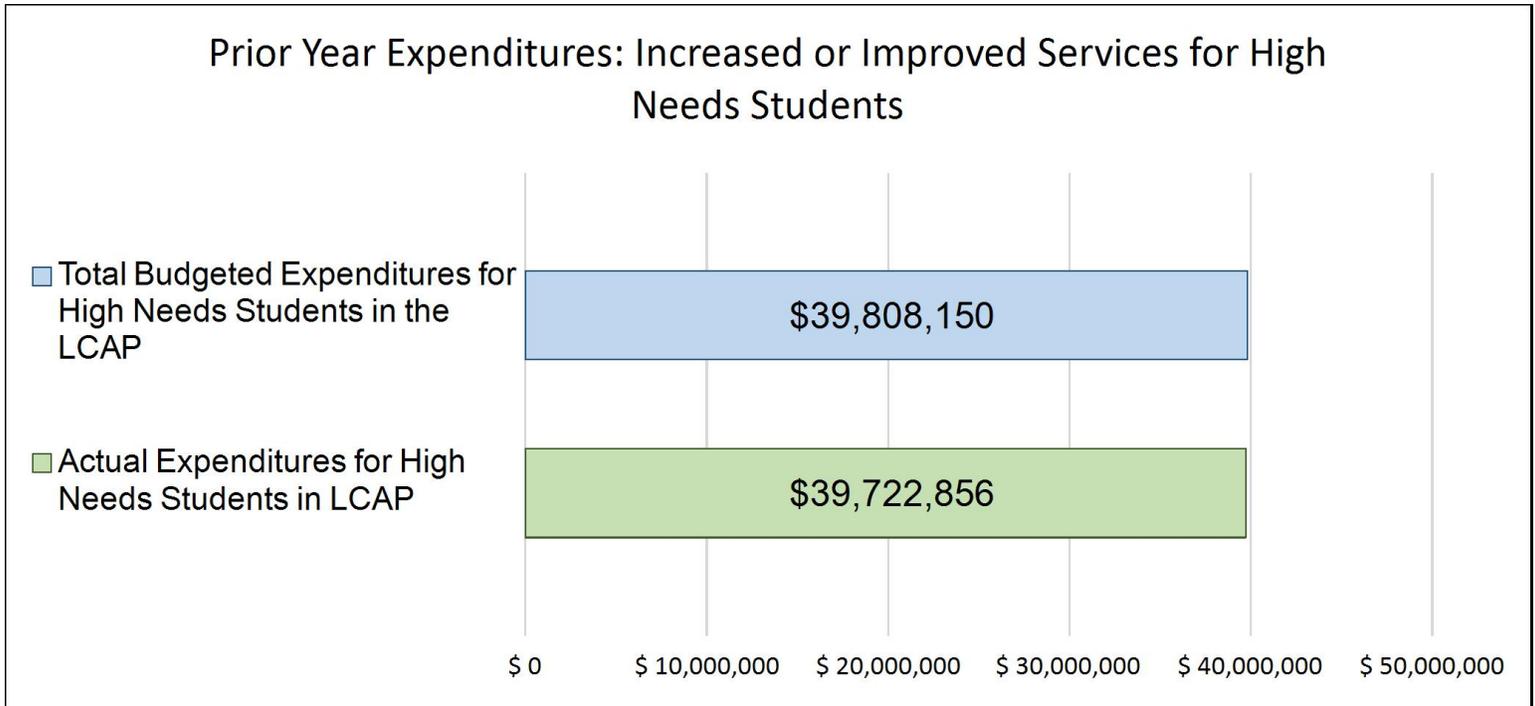
The only expenditures excluded from the LCAP are interfund transfers related to debt service. .

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Clovis Unified School District is projecting it will receive \$43,559,002 based on the enrollment of foster youth, English learner, and low-income students. Clovis Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Unified School District plans to spend \$45,047,902 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Clovis Unified School District's LCAP budgeted \$39,808,150 for planned actions to increase or improve services for high needs students. Clovis Unified School District actually spent \$39,722,856 for actions to increase or improve services for high needs students 2022-23. All actions and services were fully implemented. The difference between actual expenditures and budgeted expenditures of \$85,294 will be carried over into the new year for supplemental instructional materials directly related to goal 2 action 5. These funds were encumbered but not received prior to June 30, 2023. We expect for the materials to be received prior to the start of the school year.



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
Clovis Unified School District	Corrine Folmer Superintendent	corrinefolmer@cusd.com 559--327-9000

Plan Summary [2023-24]

General Information

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

Clovis Unified School District (CUSD) became a school district upon unification in 1960 with just over 5,037 students attending in the 1960-61 school year. Today CUSD is a district of more than 42,000 students and 6,000 employees covering an attendance area of 198 square miles of the San Joaquin Valley. The district boundaries include most of Clovis, 20% of Fresno and a small portion of unincorporated Fresno County. CUSD comprises five high schools, five intermediate schools, 34 elementary schools, four alternative education schools, one adult school, one online charter school, the Center for Advanced Research and Technology (CART), and one outdoor and environmental education school. CUSD enrollment comprises of 36% White, 39% Hispanic, 15% Asian, 3% African American, 3% other, and 3% multiple

racers. In Clovis Unified, 49% of the students are Socioeconomically Disadvantaged, 10% have Special Needs, 5% English Learners, .15% Homeless, and .5% Foster Youth.

Clovis Unified recognizes that there is an increased need for mental health and social-emotional support. Our 2021-2024 LCAP was revised with these needs in mind. CUSD strives to be America's benchmark for excellence in education. Our mission puts action to this vision. Our efforts should be focused on the creation of a quality educational system that meets the academic, physical, and social needs of our students and inspires them to greater success. Our mission is, "To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit." In the words of CUSD's founding Superintendent Doc Floyd B. Buchanan, "Our philosophy is very simple: A fair break for every kid." In Clovis we know that every child can learn and that we can teach and meet the educational needs of ALL children.

Reflections: Successes

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

Clovis Unified worked continuously over the past year to implement our three-year plan that is aligned to our district's strategic plan. The goals, actions, services, and expenditures outlined in our LCAP address the state and local priorities and are a result of our educational partners' needs and feedback. District and site educational partner meetings were held to communicate with our community and to gather feedback. Surveys were also another medium of gathering feedback from students, parents, and staff.

Looking historically at our data, we have made progress in several areas and with our identified students as evidenced by our metrics. A review of the local data and the California School Dashboard reveals much success within Clovis Unified under all three of our LCAP goals.

GOAL 1: MAXIMIZE ACHIEVEMENT FOR ALL STUDENTS

We have some growth in ELA and Math assessments. The Dashboard indicates overall success for our students on the ELA assessment with a high rating. Additionally, our students are making improvements in ELA and Math as indicated by our local benchmark assessments iReady:

- Increase in ELA iReady benchmark scores from 47% to 50%, with Foster Youth (FY) students growing from 16% to 24%
- Increase in Math iReady benchmark scores from 37% to 38%, with Low-Income (LI) students growing from 25% to 27% and FY students growing from 10% to 14%

Our English Learners have shown improvements with their English proficiency as indicated by the following measurements:

- Increase in percentage of English Learner (EL) students scoring a level 3 or 4 on the ELPAC from 65% to 66%
- Increase in the EL reclassification rate from 6% to 17%
- The Dashboard showed an increase in the percentages of EL students making progress toward English proficiency. 55% of ELs progressed at least one ELPI level.

Our students remain academically engaged in school and completing school as indicated by the following measurements:

- Middle school dropout rates continue to remain at 0%
- High school dropout rates decreased from 2% to 1%
- High school graduation rates increased from 95.3% to 95.5%, with an increase with EL students from 84% to 93% and Socio-Economically Disadvantaged (SED) students from 92% to 94%
- AP course enrollment increased from 22% to 24%
- AP passage rate increased from 61% to 72%, EL remained at 100%, LI from 20% to 65%, and FY from 60% to 66%

GOAL 2: OPERATE WITH EFFICIENCY AND EFFECTIVENESS

Local Indicators revealed an increase with satisfaction of our educational partners:

- An increase in parent overall connectedness to school from 81% to 85%
- An increase in parent overall safety satisfaction from 87% to 88%
- An increase in student overall connectedness to school with EL from 47% to 77%, LI from 60% to 68%, and FY from 60% to 68%

We continue to provide 100% access to a broad course of student and seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.

GOAL 3: HIRE, DEVELOP, SUSTAIN, AND VALUE A HIGH-QUALITY DIVERSE WORKFORCE

We continue to succeed with building a high-quality workforce as indicated by the following measurements on the dashboard:

- Zero misassignments or vacancies
- 100% of teachers attended professional development during the school year
- 100% of the classrooms implemented the content standards
- 100% of the students had access to standards-aligned instructional materials
- 100% of facilities are maintained in good repair

Clovis Unified plans to maintain and build upon our success. As we reevaluate our actions and services and the feedback from our educational partners, we are committed to continuing with actions and services that yield positive quantitative and qualitative results. Our EL students showed growth this year, as we expanded the offerings for our EL students by providing them with more support and additional time to achieve grade level standards. We increased intervention and push-in time and offered additional courses for support at the secondary level. We revised our EL summer school program format to embed academic language support within the regular summer school classrooms. We continue to see positive results of the Learning Director on Special Assignment for EL services to coordinate districtwide services, testing requirements, and professional development activities.

We implemented iReady in our schools and students can access individualized, targeted lessons when they have full-time access to technology. This action/service has led to the growth of our local benchmark iReady scores.

In addition, professional learning has been a factor in our success over the last few years and we will continue to offer our staff the most

relevant training to meet the unique learning needs of our students with a focus on increased support for our unduplicated students and for students most affected by the pandemic. An example of the professional development provided includes implementing AVID across the district.

Our Transitions program has played a critical role in helping yield positive results for our students as evidenced by our metrics. Our plan is to continue these programs that have shown a positive impact.

The 2022 California Data Dashboard data, which is utilized as California's accountability metrics for districts, indicates that Clovis Unified has been placed in Differentiated Assistance in two areas: attendance and suspensions for both our African American and Foster Youth subgroups. Clovis Unified is partnering with the Fresno County Superintendent of Schools (FCSS) and are utilizing a continuous improvement model to ensure that we are being the most effective with our efforts to improve in these two areas. Clovis Unified plans to continue the implementation of most of our actions and services to maintain the positive trajectory for all students and especially for our FY, LI, and EL students.

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 2022-2023 school year was met with some challenges. Our staff worked to meet the individual needs of our students. We witnessed the impact of the high rating of chronic absenteeism in 2021-2022 due to quarantining restrictions. The wide range of academic performance as well as the increase in social-emotional needs has helped provide a focus for our staff.

Looking at our data, we have identified the following significant areas of need:

GOAL 1: MAXIMIZE ACHIEVEMENT FOR ALL STUDENTS

On the dashboard, the following groups performed two bars lower than our overall students:

- ELA--Our FY and Students with Disabilities rated low compared to our overall high rating.
- Graduation Rate--Students with Disabilities rated very low, FY rated low, and Homeless rated medium in comparison to our overall very high rating.

CUSD plans to address these areas of low performance by continuing our actions and services that personnel at our Student Services and School Attendance (SSSA) Department to work directly with FY and homeless students. Staff include an Assistant Director, Intervention Guidance Learning Specialist (GLS), an administrative assistant, and attendance officers. The SSSA intervention team manages cases, makes individual family contacts, conducts need assessments, coordinates transportation, sponsors tutoring services, one-on-one tutoring services, peer counselors, increased connections to community mentors, and provides educational supplies to students.

We also have actions and services to support our Students with Disabilities including resources specialist teachers, program specialist, mentors, and tutors. These staff members will be able to provide services, targeted instruction, extend opportunities for 1:1, support with social-emotional needs, and additional time for targeted individualized instruction based on the unique needs of our students. We plan on continuing our existing actions and services to provide support for our Students with Disabilities.

Local indicators showed the following results about ELA, Math, and A-G performance:

- A decrease in the A-G completion rate for EL students from 37% to 31%, LI students from 51% to 45%, and FY from 15% to 10%.
- Local ELA benchmarks revealed a drop in EL student performance from 16% to 21%
- Local Math benchmarks revealed a drop in EL student performance from 25% to 13%
- EAP math decreased from 47% to 41%

GOAL 2: OPERATE WITH EFFICIENCY AND EFFECTIVENESS

We experienced an increase in our suspension rates. On the state dashboard for our suspension rate indicated our African American and FY students rated very high as compared to our overall students rating medium.

- Our overall rate grew from .5% to 3%
- EL from .5% to 3%
- LI from .7% to 5%
- FY from 4% to 16%.

CUSD plans to address these increase by utilizing our actions and services that range from interventions in our Multi-Tiered Systems of Support (MTSS) to support student behavior, Transition Team to work through challenges students face that are related to suspensions, our Comprehensive Wellness Project to support social-emotional needs, and counselors to support students.

In addition, we experienced a very high rating on the dashboard for chronic absenteeism for all students. We anticipate growth in suspension rates and chronic absenteeism as school resumes to normal. Our chronic absenteeism rates data indicate:

- Our overall rate went from 9% to 25%
- EL from 11% to 25%
- LI from 13% to 33%
- FY from 32% to 40%

Our metrics also revealed that Chronic Absenteeism has shown increasing results in the last two years. Currently the following actions have been established to address the increase in Chronic absenteeism.

- Goal 1, Action 21 Additional Nursing Services
- Goal 1, Action 22 SSSA Personnel for Student Services and School Attendance for Foster and Homeless Support
- Goal 1, Action 24 Guidance Instructional Specialist for At-Risk Students
- Goal 1, Action 31 Lead Psychologist for Comprehensive Wellness Project
- Goal 2, Action 3 Student Health Center
- Goal 2, Action 8 VAPA Equipment

We will continue to move forward with the existing actions to decrease our chronic absenteeism rate, as we believe the root cause of the increase in the rate was due to the state and county requirement to quarantine. As stated previously, we anticipate the rate improving as school resumes to normal after the pandemic.

The California Data Dashboard that was released in the fall of 2022-2023, indicates that Clovis Unified fell into the high range in the area of English Learner Progress with over 60% of our EL students making progress toward English Proficiency. While we are extremely proud of this, we realize that some subgroups may fall into lower ranges than others. Because of this, we will continue our current actions and services within our LCAP including expanded offerings, increased push-in times, additional courses, EL summer school, and a dedicated EL Learning Director on Special Assignment. Additionally, we will also continue to our efforts on closing the overall achievement gap of our EL students through focused interventions in core subject areas including ELA and Math.

The 2022 California Data Dashboard data, which is utilized as California's accountability metrics for districts, indicates that Clovis Unified has been placed in Differentiated Assistance in two areas: attendance and suspensions for both our African American and Foster Youth subgroups. Clovis Unified is partnering with the Fresno County Superintendent of Schools (FCSS) and are utilizing a continuous improvement model to ensure that we are being the most effective with our efforts to improve in these two areas.

As we move forward, our district Differentiated Assistance team is working to continue the following actions that will support the decrease of the number of students in these subgroups who are falling into chronic absenteeism and/or have high suspension rates:

- Continue to provide specific supports for our Foster Youth and African American students through various LCAP actions
- Continue to utilize specifically trained support staff or peer counselors to check-in regularly with Foster Youth and African American students
- Continue to provide financial support to main the work of the attendance officers with Foster Youth and African American students
- Continue to increase connections to the community with Foster Youth and African American students

Our district Differentiated Assistance team is also working to implement the following the following actions that will support the decrease of the number of students in these subgroups who are falling into chronic absenteeism and/or have high suspension rates:

- Provide professional learning for specific staff around research-based practices that will support Foster Youth and African American students to decrease both chronic absenteeism and suspension rates
- Implement research-based strategies that align to the findings of our needs assessment to increase attendance rates and to decrease suspension rates for Foster Youth and African American students
- These strategies may include, but are not limited to:
 - o Creating more connection points to Foster Youth and African American students at school
 - o Increase Foster Youth and African American student engagement opportunities at school within the school day
 - o Increase communication around the importance of attendance to Foster Youth and African American students families and the community
 - o Increase behavior intervention supports for Foster Youth and African American students

LCAP Highlights

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

Our LCAP aligns with our strategic plan. The first Goal is to Maximize Achievement for ALL students. We anticipate growth over the three-year LCAP cycle to meet established goals for these metrics. Our most important expected annual measurable outcome is centered on academic success as measured by the CAASPP assessment. We also have personnel and systems in place to meet the needs of FY, EL, and LI students, providing them with academic support, and school connectedness. This will positively influence the important measures of chronic absenteeism, suspension, and expulsion rates.

Some points we would like to highlight are:

- 60.3% of our EL students are making great progress toward English language proficiency. Our students performed 10% above the state average of 50.3%.
- In the area of ELA our students scored a “high, two bars above the state average of a low.
- We continue to maintain a “very high” graduation rating, two bars above the state average of medium.
- 2 of our middle schools were Designated National Schools to Watch
- 2 of our schools were named National Blue Ribbon Schools
- 28 of our schools received the Pivotal Practice Award
- 11 of our schools received the Bonner Character Award
- 18 of our schools received the California PBIS Coalition Award
- 8 of our schools received the Civic Learning Merit Award
- 2 of our employees were Fresno County Educator of the Year Recipients
- In the area of Athletics, we received 2 state athletic team titles, 11 state individual champions, 21 valley titles, 24 league titles, and 6 consecutive state wrestling championship titles for Buchanan High School
- We received 12 Band of America member selections for the New Year’s Day 2022 Rose Parade to band students from across the district

Our Transition Program continues to be a crucial force behind the success of our FY, EL, and LI students. Personnel in the transition program work directly with LI students to provide wrap-around services, ensuring that all students are receiving social-emotional, interpersonal, and academic skills necessary to be successful in school. This program, often featured at LCAP Advisory Nights, is deemed successful by enrolled students and parents per the annual transition program survey. We have a series of actions that are centered around the Transition Program.

Listed below is a summary of the proposed additions of actions and services to the 2023-2024 LCAP as compared to the prior year LCAP.

- Revision of Goal 1, Action 29 by increasing staffing to the Behavior Consultation Team

- Revision of Goal 2, Action 8 by adding administrative and support staff for VAPA programs
- Addition of a new action/service to provide elementary counselors.

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.

The following schools within CUSD have been classified as CSI schools for the current school year: Gateway and Clovis Community Day School (CCDS)

Support for Identified Schools

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

CUSD will provide support to eligible schools in developing Comprehensive Support and Improvement plans, needs assessments are conducted annually with frequent monitoring throughout the school year. There are a variety of data points used by the school sites during this needs assessment process including CAASPP results, which determine eligibility for CSI. The district utilizes Data Insights, a continuously updated dashboard with prebuilt reports designed to be relevant and actionable. Reports are used by the sites on an ongoing basis to monitor multiple aspects of student data, including SBAC results, attendance, behavior, graduation rate, and college/career readiness. The district also provides local assessments that measure student growth throughout the year. For example, the district provides Math and Language Arts formative assessments called iCAM, iCAL, and iReady to monitor student progress towards achieving the adopted standards. The Illuminate system provides a variety of reports allowing the schools to make the data actionable. Beyond SST is used for progress monitoring and measuring outcomes that promote data driven decision making and identifying research based interventions. The district supports schools in using these high stakes data points to determine goals, identify potential resource inequities and formulate next steps for improvement. School Plans for Student Achievement (SPSA) are written to meet the requirements for CSI plans.

Once needs are identified, a team of site and district administrators selects evidenced based interventions to support the plan. The Director of MTSS will provide additional support to plan, implement and monitor activities bringing in consultants and additional resources when needed. Examples of specific evidence based interventions being utilized include Teaching Pyramid, Tiered Writing Support, Early Literacy training, Benchmark Steps to Advanced, iReady, and Read 180. Professional development is offered to support these interventions. Resources needed to support these interventions are also provided to sites.

The district values the input of a variety of educational partners when making decisions at the school site level. The district provides various surveys (Parent SART, Student LCAP, Faculty/Staff Climate Assessment, Senior Survey, Parent Title I) to gather feedback from educational partners to keep a pulse of perceived needs. Survey data feedback is discussed during school site parent meetings, including SART, SSC, ELAC meetings as well as staff and district leadership meetings. It is at these meetings that needs assessments come to fruition.

Site leaders collaborate to identify appropriate interventions, actions, and strategies to support student achievement. The CSI Team assists in identifying appropriate evidence-based interventions. The CSI Team will utilize the SPSA Supplemental and Support Resources guide which includes a menu of options that can be selected based on the needs of the site. The menu includes central office supports that are researched based on actions and/or strategies that are proven effective and appropriately scalable. Additionally, the CSI Team consults with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with the greatest areas of need at each site as uncovered by the needs assessment and correlating data. The district-created Data Insights was used to disaggregate data to determine areas that may require follow-up targeting. These targets help form the basis of resource inequities. Data from multiple district-created surveys were used to gather Educational Partners' feedback from staff, students, and parents/guardians to identify perceived inequities. This along with follow-up in-person meetings was used to dig deeper into the root cause of those inequities. A review of budgets and how resources are targeted was used to verify funds are directed towards addressing any inequity.

Monitoring and Evaluating Effectiveness

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

The CSI team is developing and implementing processes and procedures specific to ensuring ongoing monitoring of the plan. Implementation occurs at multiple levels including the site teachers using strategies from the acquired professional development to instruct, assess, intervene, progress monitoring, and site leaders conducting walkthroughs, analysis of student performance, conversations with staff and the LEA regional administrator collecting and analyzing relevant data monthly.

Using the Continuous Cycle of Improvement Process Tool in collaboration with the LEA CSI site representative, school leadership, and state and federal departments, to evaluate the plan, data, and metrics relevant to CSI identification quarterly and coaching in areas of need including data monitoring and action implementation assistance. The LEA regional administrator will work directly with sites to ensure monitoring and evaluation of the School Plans for Student Achievement (SPSA). SPSAs are written to meet the requirements for CSI plans. These plans are used to document goals, expected outcomes, and actions with correlated metrics.

Using the Continuous Cycle of Improvement Process for site leaders to monitor action effectiveness in alignment with the correlating site metrics and support effective implementation and/or begin a new cycle of improvement. Implementation, monitoring and the evaluation of effectiveness occurs after each benchmark cycle. Based on the results, site leaders begin the next cycle, determining the next areas of focus. Site and district leaders conduct regular monitoring of actions and review progress. Coaching and support is provided from the Director of MTSS in areas of need, including but not limited to, additional data monitoring and action implementation assistance from the district and identified consultants. District leadership provides the data and resources needed to implement actions. For monitoring of graduation rate, schools can track student performance in college/career readiness using Data Insights and can track individual student credit completion. For monitoring of student academic performance, the district provides multiple assessments with actionable reports viewed

by teachers and site and district leadership to monitor student growth. In addition, the district considers suspension/expulsion data, attendance, behavioral, climate results, and LCAP survey data in addition to California Dashboard data.

Site leaders will be using action-aligned data/metrics to evaluate action effectiveness and support effective implementation and/or begin a new cycle of improvement. Clovis Unified will evaluate the data to ensure all underperforming groups are making adequate progress and are closing the achievement gap. These data points are presented at SART, SSC and ELAC meetings. Parents are an integral component in monitoring progress and evaluating effectiveness. The LEA will review CA School Dashboard and local assessment data specific to Gateway and Clovis Community Day School Secondary to evaluate the overall effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

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

Educational Partners were invited to submit ongoing suggestions and feedback for the current plan and other potential needs for consideration on the district website. Feedback for the development of this plan was gathered from January 2023 to May 2023. Development of the 2023-24 LCAP took place throughout the school year.

Following several months of work to implement the LCAP actions and services, District and school leaders held well over 100 educational partner meetings during the school year to gather input (including meetings at every school site in the district). Parents were invited to participate at these meetings via telephone calls, Peach Jar, the district website, Facebook posts, and emails in multiple languages. All sites discussed the LCAP at their quarter one and three School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, site level student meetings, School Assessment Review Team (SART) and Parent Teacher Club (PTC) meetings in January through May. These meetings included parents, students, classified and certificated employees and community members. Each partner group was encouraged to share recommendations and considerations for improvement. Meetings focused on the CUSD Mid-Year Report and effective strategies to meet the needs of our student groups including at-risk students, English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Site Principals and leadership teams provided input at their meetings held throughout the 2022-2023 school year. Parents and students were asked to provide their feedback on district wide surveys that were administered in January for students and March for parents. Meeting feedback was analyzed and recommendations for action/service modifications were considered by district leadership.

In summary, CUSD conducted ongoing educational partner engagement and sought for feedback through from numerous meetings from a wide range of educational partners listed below:

- Parents (LCAP Parent Advisory Nights: January 30, 2023, and March 27, 2023); location: area schools and Clovis Veterans Memorial Building
- PAC includes parents of LI, EL, FY, and SWD (November 29, 2022 and March 21, 2023) Draft of LCAP was presented at the May 9, 2023 meeting and the superintendent responded in writing to questions asked by the group; location: Professional Learning Center.
- DELAC (October 25, 2022, January 17, 2023) Draft of LCAP was presented at the May 9, 2023 meeting and the superintendent responded in writing to questions asked by the group; location Professional Learning Center.
- Pupils at all school site meetings held by principal (Spring 2023)
- Bargaining Unit Certificated (ACE Psychologists) Other certificated employee groups (Independent Clovis Unified Educators, Faculty Senate) (February 27, 2023); Location: Professional Development Building in conjunction with Superintendent's Staff and (March 2, 2023) on zoom.
- Bargaining Units Classified (California State Employees Association), Classified employee group (Classified Unit Business Support Senate) (February 27, 2023); Location: Professional Development Building in conjunction with Superintendent's Staff and (March 2, 2023) on zoom.
- Teachers and Classified Site Personnel (Meetings held at the school sites between February 2023 and March 2023)
- Administration including District Leadership, Principal Meetings, Division Meetings, Administrator Professional Learning (Fall, 2022; Spring 2023); location: Areas, Professional Learning Center, and Professional Development Building.

- Community (Monthly Parent Teacher Clubs (PTC) meetings held at sites; SSCs and ELAC meetings held at the school site in the Fall 2022 and Spring 2023)
- CUSD SELPA Feedback—Parents (January 30, 2023 and March 27, 2023) Veterans Memorial Building; Community Advisory Committee Meeting (February 8, 2023) Professional Development Building.
- Public Comment Period (April 28-May 28, 2023; Draft LCAP available online on the district's website or from school sites; online comments made available)
- Public Hearing at the Governing Board Meeting (May 24, 2023 @ 6:45pm); location: Professional Development Building.
- LCAP and Budget approved at Governing Board meeting on June 14, 2023, at the Professional Development Building.
- Local Indicators Report presented at the same Governing Board meeting as the LCAP approval at the Professional Development Building.

A summary of the feedback provided by specific educational partners.

Throughout our meetings held at the district and at the school sites, we utilized a system called ThoughtExchange. ThoughtExchange prioritizes presented thoughts based on ratings from other participants. Below are some of the common themes from each of the educational partner groups.

Pupils (n=141)

- Provide social-emotional support
- More student engagement activities and support
- Provide support for students who are struggling academically
- Provide efficiency with technology

Parents (n=410)

- Concerns with students' mental health and social-emotional needs
- Provide elementary counselors
- Provide behavioral support for students to access their learning and support teachers to teach
- Continue interventions to support academic needs

Classified and Certificated Site Personnel (n=906)

- Class size reduction—to support academics
- Social-emotional support
- Behavioral support
- More counselors

Administration/Parents/Pupils/Certificated and Classified Personnel--LCAP Advisory Meeting, January 30, 2023 (n=193)

- Increase in counselors
- Mental health support

- Social-emotional well-being
- Continue to build AVID

Administration/Parents/Pupils/Certificated and Classified Personnel--LCAP Advisory Meeting, April 4, 2022 (n=184)

- Elementary Counselors on every site
- More behavior, social-emotional and mental supports
- Student Relations Liaisons at every site
- Continue to build the Positivity Project

Bargaining Unit Certificated (ACE Psychologists)/Other certificated employee groups (Independent Clovis Unified Educators, Faculty Senate)/Bargaining Units Classified (California State Employees Association), Classified employee group (Classified Unit Business Support Senate) (n=26)

- Elementary counselors needed
- Building engagement, emotional health skills
- Continue AVID
- Lower class sizes

PAC/FY (n=7)

- Support for how to deal with Bullying
- Support with behaviors
- Mental health support
- Academic Intervention
- Inclusion—raise awareness

DELAC (n=8)

- Mental health support
- Academic Intervention
- Social-Emotional Support

While there were some differences, some common themes were found in each of the groups. The following were some of the more common themes:

- Social-Emotional Support
- Behavioral Support
- Additional Academic Intervention
- Student Engagement

Annually, Clovis Unified surveys its students and parents to gather feedback and help us audit the services we provide our students. Survey data is used to inform the decision-making process, including the development of the LCAP. Surveys are taken each spring. The following are some of the results from the surveys for consideration by group:

Parent Self-Reported Data:

- 96% of parents agree their child's school provides a quality education for their child.

- 88% of parents agree their child's reading skills are improving.
- 88% of parents agree their child's math skills are improving.
- 88% of parents agree that school personnel and site safety procedures are in place to maintain a safe and secure school environment for their child.
- 100% of parents agree their child has attended or participated in a school or class event, such as a play, performing arts event, sports event, or other school-related activity.

Students Self-Reported Data:

- 84% of students agreed that their school provides a quality education.
- 89% of students agreed that their school is a safe place for learning.
- 81% of students agree they can set and work toward personal goals.
- 84% of students agree they feel like I am a part of their school.
- 72% of students have participated in any co-curricular activities (e.g., activities that take place after school, clubs, sports, etc.).
- 86% of special education students agree their school provides enough support for special education students.
- 89% of EL students agree their school provides enough support for (EL) students.

Feedback for the 2023-24 LCAP was collected from the LCAP Parent Advisory group on January 30, 2023. A follow-up LCAP Parent Advisory meeting was held on March 27, 2023. Individual school sites held LCAP feedback at their sites with parent groups, staff, and students. The theme around these meetings revolved around 1) Social-Emotional Support: Positivity Project, Second Step, Mental Health Supports, Counselors 2) Behavioral Support: Behavior Consultation Team 3) Academic Support: AVID, Teaching Pyramid, Intervention, MTSS and 4) Student Engagement: VAPA support. These meetings affirmed the actions and services in place and brainstormed other ways that services could be extended.

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

The educational partner engagement process influenced the development of this year's LCAP. Looking at the most common themes in the prior section, the following describes how we meet that need.

Social-Emotional Support--Many initiatives are temporarily funded through state and federal grants with actions that specifically target social-emotional wellness. We currently have the following actions and services designated in this year's LCAP to support social-emotional help through providing the following: Healthy Start Coordinator, mentoring services at alternative sites, Clovis Support and Intervention Program, administrative support for multi-tiered systems of support (MTSS), positive behavioral interventions and supports (PBIS), behavior consultation team, mental health support providers, and lead psychologists for the Comprehensive Wellness Project. After reviewing metrics and gathering educational partners' feedback, we are proposing a new action (Goal 1, Action 32) to add elementary six new elementary counselors to support social-emotional needs.

Behavioral Support—We currently have actions/services for behavioral support for students such as school psychologists and other support staff who facilitate the implementation of PBIS, additional behavioral support psychologists, board certified behavior analysts, and instructional assistants, mental health support providers, and lead psychologists. Our staff and systems provide support and resources for students who need additional assistance to work through challenging behaviors that may impede their learning. After reviewing metrics and gathering educational partners' feedback, we are proposing a revision of Goal 1, Action 29 to increase staffing for the Behavior Consultation Team to support the behavioral needs of our students.

Academic/Intervention Support--We are continuing to fund our intervention programs. One-time state and federal funds are also being used for these purposes. We have actions and services that provide academic and intervention support. They include class size reduction, instructional technology, special education programs, supplemental instructional support for sites, intervention summer learning academy, push-in K-6 teachers, additional instructional support for core classes and college and career readiness, online curriculum for intervention and credit recovery, opportunity classes, MTSS support, intervention stipends, ELD teachers at secondary schools, online curriculum for intervention, and EL summer school, and supplement

Student Engagement Support—The following actions in our LCAP support student engagement: increased connection points, visual and performing arts equipment, Transition Team Student Relations Liaisons and Instructional Assistants, Transition Directors, Transition Counselors, and Transition Learning Directors. We are proposing a revision of Goal 2, Action 8 to support student engagement by adding a VAPA coordinator, support staff, and teacher on special assignment.

Throughout the engagement process, it was apparent that our English Learner, Low Income and Foster Parents/guardians are supportive of the district's current intervention and engagement efforts. While supporting the actions and services in place within the district currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators in order to maximize achievement and success for identified students.

Based on feedback the following input was used to develop our 2023-24 LCAP.

Inclusion of action(s) or group of actions

Goal 1, Action 32—Elementary counselors to support social-emotional needs.

Changes of action(s) or groups of actions

Goal 1, Action 8—will support the addition of a VAPA coordinator, support staff, and teacher on special assignment.

Changes to the level of proposed expenditures for one or more actions

Goal 1, Action 23—Counselors to Reduce Caseloads

Goal 1, Action 29—Behavior Consultation Team

Goal 2, Action 14—Professional Development for Diversity

Goal 3, Action 2—Professional Development (Content Standards, AVID, Diversity)



Goals and Actions

Goal

Goal #	Description
1	Maximize Achievement for ALL Students

An explanation of why the LEA has developed this goal.

Clovis Unified developed this broad goal because not all our students are currently performing at or above grade level. Our FY, EL, and LI students are performing below all students as measured by the California Dashboard, local assessments, and data on DataQuest. This goal was developed to reflect our district’s commitment to a quality education and to accelerate learning, ensuring that all students are met with challenging curriculum and appropriate instruction. Using research-based principles, we seek to look for innovative methods, better-trained personnel, and quality programs to offer our students the time and means necessary to achieve their highest potential. We have carefully selected metrics to track progress across a wide span of areas. We measure overall achievement in mathematics and English Language Arts (ELA) using state and local assessment data. We monitor the progress and reclassification of English learners. We believe it is important that students are prepared for college and career, monitoring things like A-G completion, AP course enrollment, and CTE completion. Clovis Unified carefully monitors student progress to ensure that students stay actively enrolled and participating by monitoring middle school and high school dropout rates. Our actions and services are carefully implemented with these metrics in mind. From health and wellness to visual and performing arts, from class sizes to increasing connection points at school, from increased bus routes to our Transition Program, we have clearly organized people and programs to support our targeted student population and to maximize achievement for ALL students, where ALL means ALL.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	59.8% Data Year: 2019-20 Data Source: DataQuest	All: 59.9% EL: 37.9% SED: 51.7% FY: 15.8% Data Year: 2020-21 Data Source: DataQuest	All: 58.4% EL: 31.3% SED: 45.4% FY: 10.5% Data Year: 2021-22 Data Source: DataQuest		All: 63% EL: 45% SED: 57% FY: 25% Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of EL Students Scoring Level 3 or Level 4 on ELPAC	56% Data Year: 2019-20 Data Source: ELPAC data	EL: 65.12% Data Year: 2020-2021 Source: ELPAC data	EL: 66.8% Data Year: 2021-22 Source: ELPAC data		EL: 69% Data Year: 2022-2023 Data Source: ELPAC Data
EL Reclassification Rate	18% Data Year: 2019-20 Data Source: Local Data	EL: 6.9% Data Year: 2020-2021 Data Source: Local Data	EL: 17% Data Year: 2021-22 Data Source: Local Data		EL: 22% Data Year: 2022-2023 Data Source: Local Data
AP Course Enrollment	22.8% Data Year: 2019-20 Data Source: Local Data	All: 22.5% EL: <1% SED:18% FY:<1% Data Year: 2021-22 Data Source: Local Data	All: 24% EL: <1% SED: < 6.4% FY: <1% Data Year: 2022-23 Data Source: Local Data		All: 26% EL: 5% SED: 25% FY:5% Data Year: 2023-24 Data Source: Local Data
AP Course Offering	29 Data Year: 2019-20 Data Source: Local Data	29 Data Year: 2021-22 Data Source: Local Data	29 Data Year: 2022-23 Data Source: Local Data		29 Data Year: 2023-24 Data Source: Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Passage Rate	73% Data Year: 2019-20 Data Source: AP Website	All: 61% EL: 100% SED: 50% FY: 60% Data Year: 2020-21 Data Source: AP Website	All: 72% EL: 100% SED: 65% FY: 66% Data Year: 2021-22 Data Source: AP Website		All: 75% EL: 100% SED: 68% FY: 69% Data Year: 2022- 2023Data Source: AP Website
EAP ELA	This information is currently unavailable.	All: 77% EL: 68% SED: 68% FY: *Less than 10 students-data not reported. Data Year: 2020-2021 Data Source: Local Data will be used until CAASPP data is available	All: 78% EL: 21% SED: 69.5% FY: 38% Data Year: 2021-22 Data Source: CAASSP		All: 83% EL: 26% SED: 70% FY: 43% Data Year: 2022-2023 Data Source: CAASSP
EAP Math	This information is currently unavailable.	All: 47% EL: 38% SED: 35%	All: 41% EL: 8% SED: 31.3%		All: 46% EL: 13% SED: 36%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>FY: *Less than 10 students-data not reported.</p> <p>Data Year: 2020-2021 Data Source: Local Data will be used until CAASPP data is available</p>	<p>FY: *Less than 10 students-data not reported.</p> <p>Data Year: 2021-22 Data Source: CAASSP</p>		<p>FY: *Less than 10 students-data not reported.</p> <p>Data Year: 2022-2023 Data Source: CAASSP</p>
High School Graduation Rate	<p>95%</p> <p>Data Year: 2019-20 Data Source: DataQuest</p>	<p>All: 95.3%</p> <p>EL: 84.9% SED: 92.5% FY: 75.8%</p> <p>Data Year: 2020-2021 Data Source: DataQuest</p>	<p>All: 95.5%</p> <p>EL: 93.5% SED: 94% FY: 73.1%</p> <p>Data Year: 2021-2022 Data Source: DataQuest</p>		<p>All: 96%</p> <p>EL: 95% SED: 93% FY: 80%</p> <p>Data Year: 2022-2023 Data Source: DataQuest</p>
Smarter Balanced ELA	<p>Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until Smarter Balanced data is available.</p>	<p>Local Benchmarks will be used until CAASPP results become available.</p>	<p>All: 66.2%</p> <p>EL: 25.4% SED: 54.1% FY: 32.9%</p> <p>Data Year: 2021-22 Data Source: CAASSP</p>		<p>All: 71%</p> <p>EL: 30% SED: 59% FY: 37%</p> <p>Data Year: 2022-2023 Data Source: CAASSP</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	Local Benchmarks will be used until CAASPP results become available. TBD Replacing with Local data until Smarter Balanced data is available.	Local Benchmarks will be used until CAASPP results become available.	All: 49.2% EL: 19.6% SED: 35.7% FY: 12.6% Data Year: 2021-22 Data Source: CAASSP		All: 54% EL: 24% SED: 40% FY: 17% Data Year: 2022-2023 Data Source: CAASSP
Percent earning Healthy Fitness Zone in Grade 5	TBD Data Year: Data Source: Local Data	67% Data Year: 2021-22 Data Source: Local Data	61.7% Data Year: 2022-23 Data Source: Local Data		75% Data Year: 2023-24 Data Source: Local Data
Percent earning Healthy Fitness Zone in Grade 7	TBD Data Year: Data Source: Local Data	69.9% Data Year: 2021-22 Data Source: Local Data	57.5% Data Year: 2022-23 Data Source: Local Data		75% Data Year: 2023-24 Data Source: Local Data
Percent earning Healthy Fitness Zone in Grade 9	TBD Data Year: Data Source: Local Data	66.6% Data Year: 2021-22 Data Source: Local Data	57.7% Data Year: 2022-23 Data Source: Local Data		75% Data Year: 2023-24 Data Source: Local Data
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS Fall 1	All: 0% EL: 0% SED: 0% FY: 0%	All: 0% EL: 0% SED: 0% FY: 0%		All: 0% EL: 0% SED: 0% FY: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2020-2021 Data Source: CALPADS Fall 1	Data Year: 2021-2022 Data Source: CALPADS Fall 1		Data Year: 2022-2023 Data Source: CALPADS Fall 1
High School Dropout Rate	2% Data Year: 2019-20 Data Source: DataQuest	All: 2.1% EL: 4.7% SED: 3.9% FY: 18.2%	All: 1.5% EL: 0% SED: 1.7% FY: 0%		All: 1.5% EL: 4% SED: 3% FY: 15%
		Data Year: 2020-2021 Data Source: DataQuest	Data Year: 2021-22 Data Source: DataQuest		Data Year: 2022-2023 Data Source: DataQuest
ELA Local Benchmarks (Grades K-8)	62% Above or On Grade Level Data Year: 2020-21 Data Source: iReady Spring Diagnostic	All: 47% EL: 21% SED: 36% FY: 16%	All: 50% EL: 16% SED: 35% FY: 24%		All: 55% EL: 25% SED: 40% FY: 20%
		Data Year: 2021-22 Data Source: iReady Winter Diagnostic	Data Year: 2022-23 Data Source: iReady Winter Diagnostic		Data Year: 2023-2024 Data Source: iReady Winter Diagnostic
Math Local Benchmarks (Grades K-8)	57% Above or On Grade Level Data Year: 2020-21 Data Source: iReady Spring Diagnostic	All: 37% EL: 15% SED: 25% FY: 10%	All: 38% EL: 13% SED: 27% FY: 14%		All: 50% EL: 20% SED: 30% FY: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Data Source: iReady Winter Diagnostic	Data Year: 2022-23 Data Source: iReady Winter Diagnostic		Data Year: 2023-2024 Data Source: iReady Winter Diagnostic
CTE Pathway Completion Rate	39% Data Year: 2019-20 Data Source: Local Data	All: 48% EL: 33% SED: 44% FY: 17% Data Year: 2020-2021 Data Source: Local Data	All: 35% EL: 21% SED: 30% FY: 12% Data Year: 2021-2022 Data Source: Local Data		All: 45% EL: 35% SED: 48% FY: 20% Data Year: 2022-2023 Data Source: Local Data
EL Students Making Progress Toward English Proficiency	56% Data Year: 2019 Data Source: Dashboard	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 23.68% Level 3- 41.44% Level 2- 25.9% Level 1- 8.99% Data Year: 2021 Data Source: ELPAC	60.3% Data Year: 2021-22 Data Source: Dashboard		66% Data Year: 2022-2023 Data Source: Dashboard
A-G Completion and CTE Pathway Completion Rate	21.96% Data Year: 2019-20 Data Source: Local Data	All: 33% EL: 18% SED: 27% FY: 9% Data Year: 2021-2022	All: 22% EL: 12% SED: 16% FY: 4% Data Year: 2021-2022		All: 25% EL: 20% SED: 30% FY: 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local Data	Data Source: Local Data		Data Year: 2022-2023 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional and Operational Technology	Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.	\$14,533,236.00	No
1.2	Class Size Reduction	A review of Smarter Balanced and local data in ELA and Math indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students. Based on a local needs assessment these student groups would benefit significantly from lower class sizes in order to increase opportunities for individualized instruction to better meet the individual learning needs of FY, LI, and EL students. These additional supports include providing additional individualized instructional opportunities through increased language support, scaffolding, and targeted instruction to fill learning gaps. In our experience, reducing class sizes is a positive step toward providing low-income students and EIs more individualized instruction from their teachers that can target gaps in achievement on an on-going basis. Reducing class sizes provides classroom teachers with more time and capacity to work with low-income students and EIs in small groups designed to target specific needs and individually towards academic gains. By continuing to sustain additional elementary teachers, the district will make it possible for a smaller staff-to-student ratio to be able to provide this targeted support. We expect that the state and local achievement data in the areas of ELA	\$1,738,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Math for foster youth, low-income and English learners will increase as the program is designed to meet the learning needs and experiences most associated with these specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis.		
1.3	Students with IEPs	Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.	\$116,910,681.00	No
1.4	Additional Support for Students with Disabilities	CUSD will continue to provide additional support staff and resources to help students with Individual Education Plans (IEP)	\$1,767,991.00	No
1.5	Career Technical Education Courses	A review of the Career Technical Education (CTE) pathway completion rate indicates there is a need to ensure foster youth, low-income, and English learner students have access and support to all CTE offerings. A local needs assessment identified that increased opportunities to participate in CTE programs are needed to increase access to relevant and engaging curriculum and instruction that prepares foster youth, low-income, and English learners for coursework beyond high school to build the skills necessary for success in a particular career path. Clovis Unified will provide extensive CTE courses and pathways at all high schools and additional CART instructors. This will include providing supplies, equipment, certifications, facilities, staff, and ongoing teacher support to ensure increased access, language supports, differentiation, scaffolds, and resources based on the needs of foster youth, low-income, and English learner students. To increase access to CTE courses and pathways Clovis will ensure counselors are	\$11,518,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>communicating to EL, low-income, and foster youth students and families the increased opportunities that students have to participate in a CTE pathway. The additional CTE offerings and supports are designed to meet the needs and interests most associated with foster youth, English learners and low income students. However, because we expect that all students will benefit, this action is provided on an school-wide basis. We expect this action to increase in the number of foster youth, English learners and low-income students completing CTE Pathways in high school.</p>		
1.6	Licensing to Provide Online College and Career Planning	<p>A review of A-G and CTE Pathway completion rate for low-income, foster, and English learner students show a need to increase college and career readiness. According to a local needs assessment and feedback from educational partners, exposure to career exploration experiences and opportunities can improve the attitudes of students about their career possibilities and deliberate goal setting. To meet this need, Clovis Unified will provide licensing for online college and career planning to all counselors and students in grades 5-12 to support low-income, foster, and English learner students. This will increase exposure and opportunities so the students can explore and set goals. The cost of career cruising has increased. Counselors can meet with students to to discuss the goals they set and help plan the path to obtaining their career goal. These supports will provide the identified students with additional intervention that will better inform about the college and career options and their personal skillset. Counselors will use the results to provide the supports needed for low-income, foster, and English learners to create a learning plan to achieve their personal goals. The additional resources are designed to meet the needs most associated with foster youth, English learners and low-income students. However, because we expect that all students struggling to understand the college and career opportunities will benefit, this action is provided on an school-wide basis. We expect this action to continue to reduce the achievement gap for English learners and low-income students by increasing their A-G completion rate or the completion of a CTE pathway.</p>	\$39,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Specialized Services and Support for Migrant Ed.	<p>Local survey data indicated that English learner students, especially English Learner students who are also migrant do not feel as connected to school as compared to all students. Qualitative feedback from English learner and migrant parents identified a desire to offer individualized support through a Migrant Program. Based on this feedback and a local needs assessment, Clovis Unified will provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school. This action was created to provide programs, resources, and a home school liaison to facilitate communication between migrant families and their school. This is accomplished through home visits and regular meetings to ensure families are getting up to date communication. The liaison acts as the bridge to ensure that English learner/migrant students and families are receiving the supports they need both academically and behaviorally. The opportunities offered through the Migrant Program are beneficial to English Learner and migrant students' overall connectedness and achievement. The program is designed to connect students with school, district, and community resources. It also provides targeted students access to and involvement in services that will support their overall connection and success in school. This is achieved first through the connections created with families with our liaison who regularly checks in with our migrant families, ensures they are aware of available resources, and connects them to outside resources including supports through a variety of local agencies. Additionally, our students are provided academic support at their individual school sites based on their needs. Our liaison also visits students at schools throughout the school year to provide supplemental materials to support their learning. Clovis Unified expects that EL and Migrant Ed students will experience increased perceptions of school connectedness, thus improving their feelings of connectedness when compared to all students based on a yearly student survey. However, because we expect that all students struggling to feel connected will benefit, this action is provided on an LEA-wide basis.</p>	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Supplemental Instructional Support for Sites	<p>A review of Smarter Balanced and local data indicates that there is a need to ensure foster youth, low-income, and English learner students score higher on ELA and Math state and local assessments, as compared to all students. Qualitative feedback from parents and staff indicates a desire to offer more individualized supplemental resources and interventions at the school sites for FY, LI, and EL students.</p> <p>Local data shows that tailoring resources to these specific student needs (EL, FY, LI) at each school site can be essential in promoting their academic success. CUSD will provide supplemental resources aligned to foster youth, low-income, and English learner students' individual needs for each school site. Based on a local needs assessment, CUSD created a list of approved expenses to ensure expenditures align with the needs identified during a root causes analysis and are designed to meet the needs most associated with FY, LI, and EL students.</p> <p>Tutoring and academic support: Local needs assessment shows that providing extra help for students struggling academically can make a significant difference in their progress. These supports could include instructional assistants, supplemental curriculum, additional support provided by a teacher or support provider, credit retrieval opportunities and supports, additional academic counseling, expanded career counseling, or college readiness.</p> <p>Language support programs: Local needs assessment shows that for English learner students, targeted language development programs can help them improve their language skills and integrate into mainstream classrooms. These supports could include bilingual assistants, supplemental curriculum, and additional language support provided by a teacher or support provider.</p> <p>Socio-emotional support: Local needs assessment shows that Foster youth and low-income students frequently encounter socio-emotional challenges outside the classroom, and offering counseling or mentoring services can support their social and emotional well-being.</p>	\$2,527,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>These supports could include student relations liaison, social and emotional environments/materials/support, PBIS signage, incentives, and supplemental SEL curriculum, and school psychologists to provide SEL supports (non-IEP related).</p> <p>Access to technology: Local needs assessment shows that ensuring EL, FY, and LI students access necessary technological resources, such as computers or tablets, can facilitate their learning, especially in an increasingly digital world. These supports could include devices, supplemental digital curriculum, hotspots, educational technology training, and support.</p> <p>Academic Motivation: Local needs assessment shows that being part of a team or club can provide EL, FY, and LI students with a sense of belonging and purpose, leading to increased motivation in their academic pursuits. Local data shows that participating in extracurricular activities can positively impact their overall attitude toward school and can impact academic achievement. These supports could include resources, supplies, entrance fees, transportation, and staff needed for EL, FY, and LI students to access the enrichment opportunities (clubs, sports, teams, co-curricular, history day, science fair, spelling bee, and other opportunities).</p> <p>Educational workshops and programs for teachers: Local needs assessment shows that organizing workshops or programs that address the specific needs of EL, FY, and LI student groups by empowering them to overcome barriers and succeed academically. These supports could include professional development for teachers and other educational supporters to conferences, resources, and student conferences.</p> <p>Parent and guardian involvement initiatives: Local needs assessment shows that engaging LI, FY, and EL parents and guardians in their children's education can create a supportive environment at home and improve overall student outcomes. These supports could include parent and family engagement opportunities such as literacy nights and science nights.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Enrichment Opportunities: Local needs assessment shows that field trips and other student opportunities can benefit English learners, low-income students, and foster youth by providing opportunities to experience learning outside the classroom, exposing them to real-world applications of what they have been studying. To maximize the benefits, it's crucial to ensure that field trips are designed inclusively, considering the specific needs and circumstances of English learners, low-income students, and foster youth. These supports could include language support, trip cost, transportation, college trips, and other necessary supplemental supports.</p> <p>These services and supports will provide increased opportunities for the curriculum as described above that best meets the learning needs of FY, LI, and EL students. All expenditures are based on district, and site needs assessments examining the unique needs of FY, LI, and EL students. Site Area Administrators will collaborate with the district to monitor all actions and expenditures to ensure the staff is addressing the learning gaps of the FY, LI, and EL students at their site. We expect that the student results of foster youth, low-income, and English learners will increase their state and local ELA and Math scores as the additional resources are designed to meet the needs most associated with the specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided LEA-wide.</p>		
1.9	Intervention Summer Learning Academy	<p>A review of Smarter Balance and local data indicate there is a need to increase the ELA and math academic achievement of foster youth, low-income, and English learners, as compared to all students. Based on local needs assessments, our identified students would benefit from additional time and opportunities to complete coursework, review essential skills and grade level standards. To meet this need, Clovis Unified will provide Summer Learning Academies to increase summer learning opportunities in a tiered framework. The academy will provide support and ongoing progress monitoring to meet the</p>	\$857,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>individual learning needs of identified students based on foundational literacy and mathematical skills for foster youth, low-income, and English learner students. It is expected that CUSD will continue to see increases in overall student achievement on Smarter Balance and local ELA and math data because of the additional one-on-one support, scaffolding, enrichment, and remediation opportunities that are tailored to meet the unique identified needs of each LI, FY, and low-income student. The Summer Learning Opportunities are designed to meet the needs most associated with foster youth, low-income, and English learners. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis</p>		
1.10	Push-in TK-6 Teachers	<p>A review of state and local data indicate there is a need to increase the academic achievement of foster youth, low-income, and English learner students, when compared to students as a whole. According to a local needs assessment and feedback from educational partners, providing an increase of time, scaffolds, and language support increases the overall achievement of foster youth, low-income, and English learner students. Clovis Unified will provide fully-credentialed push-in teachers and/or instructional assistants to support TK-6 classes during the school day. These teachers and/or instructional assistants will provide focused and deliberate instruction based on the utilization of the comprehensive needs assessment to identify areas of strengths and weakness and the strategies necessary to improve access for foster youth, low-income, and English learners within the classroom. Through these strategies the identified students that have incomplete or unfinished learning will receive additional push-in support in a deliberate and timely manner. It is expected that CUSD will continue to see increases in overall FY, LI, and EL student achievement on Smarter Balance and local ELA and math data because of the additional push-in support. These supports are designed to meet the needs most associated with foster youth, low-income, and English learners. However, because we expect that all students struggling academically will benefit, this action is provided on an School-wide basis at elementary schools in TK-6.</p>	\$1,114,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Additional Instructional Support for Core Classes and College & Career Readiness	<p>A review of state and local data indicate there is a need to increase the graduation rate of foster youth, low-income, and English learner students as compared to all students. Local needs assessments show that providing additional support programs that target academic skills and individual determination influences school success including increases in graduation for foster youth, low-income, and English learner students. Clovis Unified will provide additional support classes such as Academic Seminar, Study Skills, Science, Math and AVID to deliver more instructional time to support core areas and prepare students for college and career. Academic Seminar assists with the development of study skills strategies for academic success, and development of awareness of learning/growth by monitoring/charting progress. The class focuses on providing intervention to help develop reading comprehension skills, writing skills, and language skills. In addition, teachers set aside a limited amount of time each week to support students with homework assignments specific to their core areas of study. Study Skills provides an opportunity for students to participate in acquisition of those skills necessary to organize their time, to use textbooks and library facilities efficiently, to make decisions which optimize success in high school and the future, and to take notes efficiently. AVID also provides identified students with additional strategies, including the WICOR model (writing, inquiry, collaboration, organization, reading), and goal planning support to ensure that LI, FY, and EL students have an academic plan throughout high school. The targeted strategies from these classes include supporting skills, behaviors, and techniques for academic success and increased opportunities for individualized instruction to better meet the learning needs of FY, LI, and EL students. It is expected that CUSD will continue to see increases in graduation rates for FY, LI and EL students as these additional supports are designed to meet the academic needs most associated with these students. However, because we expect that all students struggling academically will benefit, this action is provided on a School-wide basis at all elementary and high schools.</p>	\$3,394,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Secondary Intervention	<p>A review of Smarter Balance and local ELA and Math data indicates there is a need to increase the academic achievement of foster youth, low-income, and English learner students as compared to all students. A local needs assessment shows that providing additional learning time for foster youth, low-income, and English learner students has a positive influence on overall student achievement. Clovis Unified will provide additional stipends, hourly intervention, and/or instructional assistants for intermediate schools and high schools to increase the number of interventions available. This additional intervention will allow for increased opportunities for individualized instruction and support the core curriculum as well as take deliberate steps to help FY, LI, and EL students improve in their area of need in a safe and positive learning environment. Students will be able to attend intervention labs to receive additional assistance in targeted areas working with certificated teachers and/or instructional assistants to fill in academic areas. During structured intervention, staff will closely monitor progress or achievement gaps in key areas. They will also look at the impact of the additional learning strategies and concepts to share them with the student, their families, and other core academic teachers. It is expected that CUSD will continue to see increases in Smarter Balanced and local ELA and Math data for FY, LI and EL students as these additional supports are designed to meet the academic needs most associated with these identified students. However, because we expect that all students struggling academically will benefit, this action is school-wide at all intermediate and high schools.</p>	\$944,056.00	Yes
1.13	Healthy Start Coordinator	<p>A review of state and local data indicate there is a need to increase the graduation and reduce chronic absenteeism for foster youth, low income, and English learner students. A local needs assessment and feedback from educational partners identified that students would benefit from increased support and services to ensure that they have access to the necessary resources to attend school and the supplies needed to ensure that low-income, foster youth, and English learner</p>	\$101,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students are ready to learn. To meet this need Clovis Unified will provide a Healthy Start Coordinator to support students at alternative education sites. This program also provides needed community outreach programs. A Healthy Start Coordinator interviews and assesses FY, LI, and EL students and families then formulates, coordinates, and implements case management plans and referrals for services. The coordinator also facilitates staff enrichment and training programs to support the role of teachers and other school-based personnel to better meet the unique needs of EL, LI and FY students. The coordinator will help support student well-being and provide resources to ensure their success in school, provide programs to increase academic achievement, and work to increase graduation rates and reduce chronic absenteeism issues, serving the needs of our foster youth, low-income, and English learner students. The addition of a Healthy Start Coordinator is designed to meet the needs and interests most associated with foster youth, English learners and low-income students. We expect action to increase the graduation rates and reduce the absenteeism rates of foster youth, English learners and low-income students in alternative settings. However, because we expect that all students struggling to graduate and reduce chronic absenteeism will benefit, this action is provided on a LEA-wide basis.</p>		
1.14	ELD Teachers at Secondary Schools	<p>Local data shows a need to continue to increase the percent of EL students scoring level 3 or level 4 on the ELPAC and increase the EL reclassification rate. Clovis will provide comprehensive language acquisition programs to help students acquire proficiency in English. English Language Learners will receive high-quality integrated and designated ELD to support vocabulary and language development. Instruction and the related materials for EL students consider all levels of language proficiency, but special attention to Emerging, Expanding, and Bridging levels. This action also provides an administrator for EL services who oversees local assessments, develops instructional and curricular materials designed for our EL students, provides district support for teachers, and professional development activities. Professional development includes support for in-class language</p>	\$1,701,656.00	Yes

Action #	Title	Description	Total Funds	Contributing
		acquisition and data analysis to make informed decisions and provides teachers resources for extended day opportunities. This position will support teachers in helping their students improve their English language acquisitions and will in turn improve reclassification rates and ELPAC scores. The services in this action are research-based and are designed to support English language acquisition. We anticipate that this targeted service will support all of our EL students.		
1.15	Online Curriculum for Intervention and Credit Recovery	A review of local and state graduation rate data shows a need to increase graduation rates of Clovis Unified School District's English learners, foster youth, and low-income students. Our local data and input from educational partners support the need to offer students opportunities to make up failed classes, through teacher-driven online classes. Additionally, based on educational partners' feedback these courses are needed to support the graduation rate for EL, FY, and LI students. Clovis Unified will provide an online credit recovery program. This program will continue to support English learner, foster youth, and low-income students by increasing the accessibility to the number of resources that teachers have to use when supporting credit recovery, skill development, English Language development, as well as offering intervention strategies and resources. LI, FY, and EL students will benefit significantly from a credit recovery program because it allows them to more efficiently earn high school credits and remain on track to graduate. The additional resources are designed to meet the needs most associated with English learners, foster youth and low-income students. However, because we expect that all students struggling to meet the graduation requirements will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to increase graduation rates for English learners, foster youth, and low-income students.	\$155,000.00	Yes
1.16	Increased Bus Routes	A review of local data indicated that there is a need for FY, LI, and EL students to participate in college classes and Career Technical Education (CTE) programs. There are fewer FY, LI, and EL students	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>participating and completing a CTE pathway when compared to all students. Our educational partners provided feedback at our LCAP advisory nights that highlighted transportation can be a barrier for foster youth, low-income, and English learner students. To meet this need Clovis Unified will provide additional bus routes for identified students to attend Clovis Community College for dual credit course offerings and other district sites for CTE courses not offered at their home site. Our ever increasing numbers of FY, LI, and EL students participating within this action supports the idea that Clovis Unified will continue to offer this action/service. Identified students will be encouraged to participate in these programs by counseling staff and transition teams at the school sites. It is our expectation that foster youth, low-income, and English learners will continue to see increases in the numbers of students who attend these programs as well as increased completion of a CTE Pathway. However, because we expect that all students and families struggling with access will benefit, this action is provided on a school-wide basis at all high schools.</p>		
1.17	Mentoring Services at Alternative Sites	<p>A review of local data centered on school connectedness and academic achievement in ELA and Math indicates there is a need to increase school connectedness and academic achievement of foster youth, low-income, and English learner students when compared to all students. Local educational partner feedback shows that when foster youth, low-income, and English learner students are connected with a caring adult it increases connection to the school and overall achievement in core areas. Clovis Unified will provide mentors to FY, LI, and EL students attending alternative education sites. The foster youth, low-income, and English learner students will benefit significantly from additional mentoring services because mentors provide individualized support for academic and social-emotional learning to better connect the students to school while supporting higher degrees of academic improvement. CUSD knows that providing mentoring services will help close the achievement gap and increase the feeling of connectedness by providing additional social-emotional support through group meetings and one-on-one advisement. Mentors will work with students for additional one-on-one tutoring to</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>help students fill in gaps of learning by offering individualized attention and focused instructional opportunities. We anticipate improvements in the metric of school connectedness and academic achievement for FY, LI, and EL Students when compared with all students. However, because we expect that all students struggling with school connectedness and academics will benefit, this action is provided on a School-wide basis at alternative education sites.</p>		
1.18	Opportunity Classes at Intermediate Schools	<p>A review of suspension and connectedness data indicates there is a need to engage foster youth, low-income, and English learner students and assist them with the feeling of overall connectedness to the school and increase their access to personnel who will help them make good choices in their school day. Suspension rates for FY, LI, and EL are higher when compared to all students. Clovis Unified will provide a teacher for opportunity classes at each of our intermediate schools. Local needs assessments demonstrate that opportunity classes help support the social-emotional needs of at-risk students and offer targeted supports in academics and behavior to better meet the learning needs of FY, LI, and EL students when compared to all students. In the opportunity classes, teachers work with individual students to develop goals and plans of action to remediate deficient academic areas. These classes help to increase academic achievement, build positive relationships with school staff and support social emotional learning. Through smaller classroom settings teachers will be able to support students through more personalized intervention in small group instruction and provide mentoring and social-emotional support. Students perceive that they have access to caring adults who will help them feel better connected and supported through increased academic support and engagement in school. This class will provide students with another location to focus on their immediate needs. Students will receive mentoring and counseling designed specifically for FY, LI, and EL students. CUSD anticipates an increase in the feelings of connectedness and a decrease in suspension rate for the identified students as the class will provide another option before a suspension is warranted. This action is designed to meet the needs most associated with EL, FY, and LI</p>	\$768,841.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, however because all students would benefit from this service, it is offered on a school-wide basis at all of our intermediate schools.		
1.19	Clovis Support and Intervention	<p>A review of local ELA and Math data indicates that there is a need to increase academic achievement of foster youth, low-income, and English learner students. Our educational partner feedback overwhelmingly supports the need to improve social-emotional wellness of our FY, LI, and EL students. As students feel better about themselves, they will perform better academically. To meet this need, Clovis Unified will provide clerical, management, and school site stipends for Clovis Support and Intervention (CSI) to support low-income, foster youth, and English learner students. Clerical will manage the application (used by the district coordinator, site coordinators, group facilitators) that handles all student referrals and assigns CSI facilitators to their groups and schedules. Clerical also supports the system which allows for site coordinators to manage referral systems, assign groups, send out student permission slips, and manage attendance sheets. Stipends will be provided for facilitators (2 per CSI group) who conduct 8 week student support groups that are developed based on social-emotional concerns that FY, LI, and EL students are challenged with in their lives that impede their learning. CSI groups provide services to the identified students to help them reduce stress, support their mental health, and provide encouraging tools for overall improvement. This support is designed to meet the needs of foster youth, low-income and English learner students by removing social-emotional barriers to learning, thus increasing the metrics for identified students when compared to all students. CSI group coordinators will be trained to implement strategies including teaching social skills, helping them understand the effects of social and emotional learning, providing positive peer relationships, and giving students opportunities for reflection and self-awareness specific to FY, LI, and EL students. However, because we expect that all students struggling with these identified needs will benefit from CSI support, this action is provided on an LEA-wide basis. We expect this action to continue to support academic achievement by</p>	\$198,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
		helping students balance out their social-emotional needs and by helping them get on track to perform well in their classes. We expect that this action will continue to increase local ELA and Math data for FY, LI and EL students.		
1.20	EL Summer School	Clovis Unified is committed to ensuring that English learner students are making progress toward English proficiency and are being reclassified at higher rates. Based on feedback from teachers and a comprehensive needs assessment, Clovis has prioritized a focus on supporting academic vocabulary and literacy skills for our English Learners. We will provide EL students with summer school focused on academic language acquisition, strategies for tackling unfamiliar terms, and vocabulary development, which are research-proven strategies for accelerated language development. This action will also provide teachers with professional development on best practices for working with EL students. The professional development for teachers is designed to support language acquisition and to support and target each student's language developmental level and unique needs during summer school. Clovis Unified anticipates that English Learners will reclassify at higher rates and will make increased progress towards English proficiency. This action is limited to unduplicated student groups, specifically EL students in grades TK-12.	\$19,256.00	Yes
1.21	Additional Nursing Services	A review of chronic absenteeism data indicates there is a need to decrease absences of foster youth, low-income, and English learner students. A local needs assessment identified that FY, LI, and EL students would benefit significantly from personnel who work directly with students and parents at the school sites to reduce health concerns by increasing staff availability and eliminating health barriers that stand in the way of regular attendance. Clovis Unified will provide additional nursing services to work at selected elementary schools with a higher percentage of FY, LI, and EL students. The additional nursing services will allow school nurses to be intentional in reaching out to FY, LI, and EL families and students to be proactive and provide	\$774,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources needed to support daily healthy habits. This includes connections with our health center and providers, outside agencies, nutrition and resources for healthy grooming habits. These resources offer FY, EL, and LI students direct, research-based support. We expect to see an reduction in chronic absenteeism over the next three years. This action is designed to meet the needs most associated with EL, FY, and EL students, however, because we expect that all students will benefit from the services in this action, it is provided LEA-wide at the K-6 level.		
1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	A review of chronic absenteeism data and local student survey data measuring overall school connectedness shows a need to reduce chronic absenteeism and increase overall connectedness to the school for foster youth, low-income, and students from those two groups who may be experiencing homelessness. A needs assessment reveals that the identified students would benefit from a caring adult to meet with them regularly and connect them to available community and school resources to make sure they have the support they need to reduce absences and help them feel connected to the school. To meet this need, Clovis will provide personnel, training, and materials to support FY and LI students. Additional personnel will work directly with these students to mentor and support as well as remove any barriers to available resources such as transportation, materials, supplies, clothing, food, counseling, and academic support. As identified in the needs assessment, foster youth and homeless students have unique needs such as access to school, attendance issues, and stable connections to school programs. By providing personnel, training, and materials we will be able to dedicate time to work with students who are struggling with chronic absenteeism and school connectedness. This provides opportunity for staff to meet with students regularly, build relationships with foster homes and group homes, and communicate with the school site to remove barriers identified in the needs assessment. By ensuring their most basic needs are met and each student is connected to a caring adult on campus we expect that we will see an overall decrease in chronic absenteeism and feeling of connectedness for FY, LI, and students	\$1,105,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>from these groups experiencing homelessness. We expect that all students struggling with attendance and feeling connected will benefit, this action is provided on a LEA-wide basis.</p>		
<p>1.23</p>	<p>Counselors to Reduce Caseload</p>	<p>A review of graduation rate data in the metric section indicates there is a need to increase graduation rates of foster youth, low-income, and English learner students, as compared to all students. Based on local needs assessments, our identified students would benefit from additional support to plan appropriate coursework and to remove the barriers that exist for individual students as they work to achieve the necessary Clovis graduation requirements. To meet this need Clovis Unified will provide additional Guidance Learning Directors and Guidance Learning Specialists who are assigned to comprehensive secondary school sites. There will be five more additional counselors added to the currently funded counselors to reduce caseloads. This action is designed to reduce the overall caseload for counselors thus allowing FY, LI, and EL students to receive more individualized attention and connection to resources, including helping students identify and nurture specific strengths and interests and develop plans for achieving academic and career goals. The increased counseling services will provide more frequent contact and support for FY, LI, and EL students at the secondary school sites. By reducing the caseloads, counselors will be able to consult with EL, FY, and LI students more frequently throughout the year to discuss college plans, develop academic plans/courses to reach goals, review graduation credits, military options, NCAA requirements, registration, college entrance tests, and review transcripts. The addition of a counselor allows for more personalized connections with each identified student and allows for more deliberate monitoring of course completion and goal setting. Counselors work with individual identified students to create a multi-year plan to make sure they are on track for graduation. CUSD anticipates a growth of graduation rates for our FY, LI, and EL students. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students struggling to graduate on time will</p>	<p>\$2,714,419.00</p>	<p>Yes</p>

Action #	Title	Description	Total Funds	Contributing
		benefit, this action is provided on a schoolwide basis, specifically at all secondary schools.		
1.24	Guidance Instructional Specialist for At-Risk Students	A review of local survey data and chronic absenteeism data show that EL, FY, and LI students feel less connected to school and miss more days in comparison to all students. In addition, EL, FY, and LI students' graduation rate lags in comparison to all students. A local needs assessment indicates a need to increase student connectedness and perceptions that school is a safe place for learning by providing individualized guidance, counseling, and increased access to resources and intervention. To meet this need, Clovis Unified will fund Guidance Instructional Specialists to increase the success of at-risk, identified 7-12 grade students. They will support overall connectedness, by holding regularly scheduled check-ins with the identified students, thus connecting them to a variety of resources on the campus. Guidance Instructional Specialists will work with the teachers and students to customize the learning experience for FY, LI, and EL students through student conferences, referrals to internal and external organizations, counseling supports, assignment to intervention classes, credit recovery opportunities, and connections to clubs and co-curricular offerings. CUSD anticipates an increase in graduation rates, a reduction in chronic absenteeism, and an increase in survey data rates of feeling of connectedness. This action is designed to meet the unique needs of EL, FY, and LI students, however because all students at-risk will benefit this action is being provided on a schoolwide basis, specifically at intermediate schools.	\$466,154.00	Yes
1.25	Comprehensive Youth Services	As identified in the LCAP metrics, there is a need to decrease suspension rates and reduce chronic absenteeism for foster youth, low-income, and English learner students when compared to all students. According to feedback from educational partners, providing resources to support mental health is needed for LI, FY, EL students to make better choices in school and to reduce chronic absenteeism . To meet this need, Clovis Unified will continue the partnership with	\$869,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Comprehensive Youth Services (CYS) of Fresno to support student’s social and emotional needs including community outreach programs, with the primary focus being FY, LI, and EL students. CYS is a private 501(c)(3) nonprofit organization dedicated to providing quality mental health and supportive services to children, adolescents and families who have experienced abuse or domestic violence, and for those who are at-risk, or who are struggling with difficult personal or family issues. The agency’s primary goal is to prevent child abuse and neglect, to ensure the well being of every child/youth, and to aid in building stronger, more resilient families. It is anticipated that providing counseling services will help reduce suspensions by offering students resources and support that will help them navigate their social-emotional experiences and to make better choices in school. Counseling services will be offered in small group and individual settings based on the identified needs of FY, LI, and EL students. CUSD anticipates a reduction in suspension rates and a reduction in chronic absenteeism for LI, EL, FY students. However, because we expect that all students struggling in school will benefit, this action is provided on a LEA-wide basis.</p>		
1.26	Administrative Support for MTSS	<p>As identified in the LCAP metrics, there is a need to increase CAASPP and local ELA and Math performance and decrease suspensions for foster youth, low-income, and English learner students as compared to all students. According to a local needs assessment and educational partner feedback, identified students will benefit significantly from a Multi-Tiered Systems of Support (MTSS) as MTSS provides targeted and tiered support for academic, social and emotional needs, and increased access to interventions and supports. Clovis Unified will provide administrative support to oversee the MTSS framework and implementation of both academic and behavior MTSS throughout the district. Academically, MTSS support will help close the achievement gap in Math and ELA and behaviorally, MTSS support will reduce suspensions by providing additional individualized instructional and behavioral supports for students. Administrative support will ensure that the Clovis Unified MTSS model is designed to support EL, FY, and LI students and is aligned across the entire district by working with</p>	\$801,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school administrative teams, teachers, and psychologists to implement, develop, and strengthen their systems. Administrators will attend school site meetings and hold workshops to discuss the current reality of a site’s academic and behavior MTSS and develop plans to strengthen the system. Our MTSS framework ensures that multiple levels of support for EI, FY, and LI learners exist within each school site. MTSS aligns resources and support for the identified students and provides a framework for teachers and other support staff who are delivering instruction and behavior support to ensure identified students are successful within the classroom. The MTSS administrator will oversee the four essential components of the framework: screening, progress monitoring, multi-level prevention system, and data-based decision-making. CUSD anticipates a reduction in suspension rates and an increase in student achievement for EL, LI, and FY students. This action and the MTSS framework is designed to meet the academic and behavioral needs of EI, LI and FY students first. Though this action is designed for FY, LI, and EL students, all students would benefit, therefore, this action is an LEA-wide action.</p>		
1.27	Multi-Tiered Systems of Support (MTSS)	<p>As identified in the LCAP metrics, there is a need to decrease suspension rates, increase feelings of safety, and provide stronger connections to the school for foster youth, low-income, and English learner students in comparison to all students. According to a local needs assessment and feedback from educational partners, providing a positive school climate is the product of a school’s attention to fostering safety, promoting supportive environments, and encouraging and maintaining respectful, trusting, and caring relationships. Clovis Unified will continue to fund school psychologists and other support staff who facilitate the implementation of a Multi-Tiered Systems of Support (MTSS) framework that is designed to meet the unique needs of FY,LI and EL students. Additionally, after a reviewing needs, there was a mid-year reallocation of funds to provide more administrative staff to support the needs of MTSS across the district due to the full return to normal in person learning. Staff provides training to school sites and tailor programs specifically designed to meet FY, LI, and EL students, positively influencing their suspension rates, feelings of</p>	\$439,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>safety and connectedness to school. MTSS is a way of supporting our LI, EL and FY students based on their strengths and helping them learn by developing clear expectations using proactive approaches that respond to each child’s specific needs. School psychologists and other staff play an active role in ensuring that the MTSS framework is implemented to fidelity across school sites through training and direct support to identified students. These direct supports include listening to students' concerns about academic, social-emotional needs while providing individual and group counseling as appropriate. While this action was specifically created to ensure that EL, FY, and LI students have access to a program that supports overall wellness, it is expected that all students will benefit from this school-wide action. Anticipated outcomes include increased feelings of safety, stronger connections on campus and reduced suspension rates for FY, LI, and EL students.</p>		
1.28	Computer-Based Data Management System	<p>As identified in the LCAP metrics, there is a need to increase academic achievement in ELA and Math for foster youth, low-income, and English learner students when compared to all students. Based on local feedback, the identified students would benefit significantly from more targeted and deliberate instruction to support gaps in learning. To meet this need, Clovis Unified will continue to purchase computer-based data management systems to monitor student achievement, track academic progress, and identify gaps in learning, and allow for individualized grouping of students to meet the needs of FY, EL, and LI students. These programs will give teachers, parents, administrators, and students data reflecting the learning goals of FY, LI, and EL students which allows for teachers to target unique needs and provide student-aligned resources to support their academic achievement. We expect that by providing data management systems, it will help close the achievement gap in Math and ELA for FY, LI, and EL students by providing staff access to data that will lead to increased instructional opportunities such as individualized instruction, student self-monitoring, and appropriate classroom resources for identified students. However, because we expect that all students struggling academically will benefit, this action is provided on</p>	\$438,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>an LEA-wide basis. Clovis Unified anticipates that English learners, foster youth, and low-income students will experience accelerated performance in ELA and Math as evidenced by state and local assessments.</p>		
1.29	Behavior Consultation Team	<p>As identified in the LCAP metrics, there is a need to decrease suspension rates for foster youth, low-income, and English learner students as compared to all students. Based on local needs assessments to better support the identified students, additional counseling support, clear routines, and student strategies are needed. To meet these needs, Clovis Unified will provide additional behavioral support psychologists, board certified behavior analysts, and instructional assistants to support elementary sites. Behavior Consultation Team (BCT) staff will offer group support, individualized counseling, and provide professional development to members of the school staff to help FY, EL, and LI students feel more connected to school, understand that school is a safe place, and believe that they are a part of the school community. BCT staff support students who are struggling with behavior by developing individualized behavioral plans. Individual behavior plans are intensive interventions designed to decrease the problem behavior and provide the identified student with the tools and resources needed to be successful within the classroom and school setting. CUSD expects that by having the BCT support FY, EL, and LI students through counseling, strategies, and in-class observations we will see a reduction in suspension rates for these students. This action is designed to meet the needs most associated with EL, FY, LI students, however, because we expect that all students will benefit, this action is provided to all schools and all students.</p>	\$1,396,541.00	Yes
1.30	Mental Health Support Providers	<p>A review of the metric section above indicates that there is a need to reduce chronic absenteeism and decrease suspension rates for foster youth, low-income, and English learner students as compared to all students. During a needs assessment and educational partner</p>	\$773,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>feedback, parents overwhelmingly requested social-emotional support services to remove barriers impacting school attendance and to equip their EL, FY, LI students with the resources they need to make better choices. To achieve this goal, Clovis Unified will provide mental health support providers at each comprehensive high school site. In small group settings, students will work with mental health support providers based on their individual needs. Clovis Unified will provide social-emotional support in order to increase FY, EL, and LI student perception that school is a place where they can feel comfortable and be better, more consistent learners, through individual behavioral planning and through frequent contact and counseling sessions. Our experience has shown the value of developing a comprehensive school mental health program to support EL, LI, and FY students and ensure they have access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community. While the action is specifically created to ensure English learners, foster youth, and low-income students have access to a mental health support provider, we expect that all students will benefit from this action that is provided on an schoolwide basis, at all comprehensive high schools. CUSD anticipates a decrease in suspensions, an increase in feeling safe, and reduce chronic absenteeism for low-income, English learners, and foster youth students.</p>		
1.31	Lead Psychologist for Comprehensive Wellness Project	<p>A review of the metric section above indicates there is a need to decrease suspensions and improve chronic absenteeism for foster youth, low-income, and English learner students. A local needs assessment shows that when foster youth, homeless, and low-income students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. The identified students would benefit significantly from a comprehensive wellness plan because it places low-income, foster youth, and English learner students on a solid footing and removes barriers to learning, allowing the student to make better choices. Clovis Unified will provide lead psychologists to oversee and provide administrative support for the CUSD Comprehensive Wellness Project. Lead psychologists</p>	\$280,108.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>oversee the CUSD comprehensive wellness project which consists of 10 distinct initiatives supporting the social emotional wellness of all students. The lead psychologists coordinate programs in the initiatives, provide ongoing trainings, supervision of personnel, and community outreach. These services by the lead psychologists will impact FY, LI, and EL students as ponderous research indicates that if we are meeting the social-emotional needs of students, it maximizes educational outcomes. The Clovis Unified Comprehensive Wellness Project organizes our efforts to educate the whole student in mind, body, and spirit through collaboration and partnerships. CUSD believes the Comprehensive Wellness Project will provide LI, FY, and EL students with the support they need to ensure all social-emotional and behavioral needs are met. Through support of services such as Peer Counseling, Behavior Consultation Team, All for Youth, mental health support providers, and suicide prevention. These all contributed toward supporting behavioral needs which will reduce chronic absenteeism and suspension rates of FY, LI, and EL students. This includes providing social-emotional strategies, group mentoring and support, access to a behavior consultation team, mental health support providers, suicide prevention, outside agency support, and peer counseling. This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on an LEA wide basis. CUSD anticipates a decrease in suspensions and a reduction in chronic absenteeism for LI, FY, and EL students.</p>		
1.32	Elementary Social-Emotional Support	<p>A review of local survey data and chronic absenteeism data show that EL, FY, and LI students feel less connected to school and miss more days in comparison to all students. In addition, EL, FY, and LI students' academic indicators lags in comparison to all students. A local needs assessment indicates a need to decrease chronic absenteeism. Connecting students to resources, including helping students identify and nurture specific strengths and interests and develop plans for achieving academic and career goals. There is a need to improve perceptions that school is a safe place for learning by providing individualized guidance, counseling, and increased access</p>	\$694,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to resources and intervention. To meet this need, Clovis Unified will fund elementary school counselors. The counseling services will provide intervention strategies and support as appropriate to FY, EL, and LI students struggling with social-emotional issues. Counselors will help students to overcome potentially disabling education, personal, behavioral, and social problems, individually, in small groups or through classroom guidance lessons. The addition of a counselor allows for more personalized connections with each identified FY, EL, and LI student and conducting of ongoing, structured counseling sessions to support their social-emotional needs. They will also promote school, parent, and community relationships through parent conferences to ensure foster youth, low-income, and English learner students are on track for grade level promotion. This action is designed to meet the needs associated with the stresses and experiences of these identified student groups, however, because all students will benefit from these services, this action is school-wide. CUSD anticipates a reduction in chronic absenteeism and increase in local benchmarks in Math and ELA for LI, FY, and EL students.</p>		

Goal Analysis [2022-23]

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

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

The actions outlined in Goal 1: Maximize Achievement for ALL Students. These actions support the progress in meeting the Goal to increase A-G Completion Rates, EL Reclassification Rates, Percent of EL students Scoring 3 or 4, Graduation Rate, and ELA and Math Local Benchmarks.

Action 1: The instructional and operational technology action was fully implemented. It supported our technology department and technology tools for student and staff use, which helps support increased student achievement for our identified students.

Action 2: The class size reduction action was implemented as planned. It supported the reduction of one grade level, selected by the school site, in primary grades, which helped support our goal of increased achievement of these students.

Action 3: The students with IEPs action was fully implemented this year. Action 4 provided support for our special education students, including resources, personnel, and curriculum to target students' individual needs.

Action 4: The special education program action was implemented as planned. It supported the overall implementation of the goal by providing an increased number of special education teachers at programs with high EL, FY, and LI students thus increasing academic achievement.

Action 5: The career and technical education courses action was implemented as planned. Additional CTE teachers provided more opportunities and courses for EL, FY, and LI students to explore their interests and engage in hands-on learning. It provided opportunities for EL, FY, and LI students to participate in CTE programs and access to relevant and engaging curriculum and instruction that prepares the students for coursework beyond high school to build the skills necessary for success in a particular career path.

Action 6: The licensing to provide online college and career planning action was implemented as planned. This license provides students in grades 5-12 with support to help make them better prepared for life after school, thus supporting college and career readiness. While the cost has increased for the license, it has been an effective tool for students to learn more about their interests and plan for their future.

Action 7: The specialized services and support for migrant education action was implemented as planned. The action provided a home school liaison and tutoring services for migrant students, thus increasing feelings of connectedness with home-school and increasing academic achievement for these students.

Action 8: The supplemental instructional support for sties action was implemented as planned. The action provided school sites money for intervention and supplemental programs and personnel, thus supporting increased achievement in ELA and Math.

Action 9: The intervention summer learning academy action was fully implemented during the school year. The action provided summer school for FY, EL, and LI students, giving them extended learning opportunities that influence academic achievement in ELA and Math.

Action 10: The push-in K-6 teacher action was fully implemented during the school year. The action provided certificated teachers and qualified intervention aides to support FY, EL, and LI students, thus influencing academic achievement.

Action 11: The additional instructional support for core classes and college and career readiness action was implemented as planned. Additional support classes to deliver more instructional time to support core areas and prepare students for college and career with involvement in the Advancement Via Individual Determination (AVID) program.

Action 12: The secondary intervention action was fully implemented during the school year. The action provided eight stipends for intermediate schools and 12 for high schools to staff intervention programs at the site for FY, EL, and LI students. The implementation of this action helps support academic achievement of identified students.

Action 13 The healthy start coordinator action was fully implemented. The action provided a coordinator that connects FY, EL, and LI students with needed services and acts as a community liaison for students who are placed at one of our alternative education sites. The goal of this action is to improve graduation rates of alternative ed students

Action 14: The ELD teachers at secondary schools action was fully implemented. The action provided teachers at secondary sites to offer targeted instruction dependent on EL students' English level and helped provide professional development for other teachers to support EL students in their core classes. It is anticipated that this will influence reclassification rates and EL progress towards proficiency.

Action 15: The online curriculum for intervention and credit recovery action was fully implemented. This action provided students with intervention programs and allowed FY, LI, and EL students deficient in credits to make those up without impacting their established schedules. It is anticipated that this action will support increases in graduation rates.

Action 16: The increased bus routes action was fully implemented. This action provided busses for FY, LI, and EL students to attend programs offered at other sites. We anticipate that this will influence college and career readiness for our students as it opens up a variety of programs that prepare students for life after high school.

Action 17: The mentoring services at alternative sites action was fully implemented. This action provided students at our alternative sites with mentoring support to provide individualized tutoring for FY, LI, and EL students. It is anticipated that this will influence the achievement data in Math and ELA.

Action 18: The opportunity classes at intermediate schools action was fully implemented. This action provided alternative placements for students struggling behaviorally, where behavior was affecting academics. These small classes offer FY, LI, and EL students with support from a certificated teacher to build strategies for success in regular classrooms. It is anticipated that this action will reduce suspensions.

Action 19: The Clovis support and intervention district coordinator action was implemented fully. This action provided district support to school-based CSI programs, where FY, LI, and EL students were offered group counseling sessions by trained staff to support mental health needs, thus removing barriers that affect learning. It is anticipated that this action will increase academic success in identified students.

Action 20: The EL summer school action was fully implemented this year. This action provided EL students with targeted instruction to support oral and written language development and strategies to engage with academic language. It is anticipated that this action will influence reclassification rates and EL progress towards the standard.

Action 21: The additional nursing services action was implemented this year however not all positions were able to be filled. The challenges of the pandemic have impacted all areas of the work force. All sites however were able to have the expected personnel support to meet this action. This action provided additional nursing support at sites with high populations of FY, LI, and EL students, reducing the likelihood that health issues will interfere with the students' abilities to learn and attend school. It is anticipated that this action will increase attendance for identified students.

Action 22: The personal for Student Services and School Attendance for foster and homeless support was fully implemented this year. This action provided foster youth and homeless students with personnel that handled intake services for new students, follow-up meetings with

the students throughout the year, and connected students to tutoring services. It is anticipated that as students receive this support that they will remain connected to the school and attendance rates will increase.

Action 23: The Guidance Learning Directors/Specialists action was fully implemented during this school year. Students have been able to benefit from more one-on-one and small group time with counselors to discuss their progress and future goals. This action provided FY, LI, and EL students with increased access to counseling services and to fully understand the academic supports and resources available to them as they successfully matriculate through grades 9-12. It is anticipated that this action will influence graduation rates.

Action 24: The Guidance instructional Specialist for at-risk students action was fully implemented during this school year. This action provides FY, LI, and EL students with support for academics, social-emotional wellness, and school connectedness through direct counseling and connection to services. It is anticipated that this action will influence graduation and attendance rates.

Action 25: The Comprehensive Youth Services action was fully implemented during this school year. This action provided licensed therapists and social workers to provide direct therapy services for FY, LI, and EL students, to remove the barriers to attendance and learning. It is anticipated that this action will decrease suspensions and increase attendance at the sites.

Action 26: The administrative support for MTSS action was fully implemented during this school year. This action provided personnel to help schools develop MTSS plans and provided professional development for teachers on effective strategies to meet student needs. MTSS provides targeted support for academic, social, and emotional needs for FY, LI, and EL students. It is anticipated that having quality MTSS programs will reduce suspensions and increase academic achievement for identified students.

Action 27: The MTSS and PBIS action was fully implemented during the school year. This action provided psychologist support across all areas in the district to fully implement the PBIS framework. During the year 3.5 Psychologist FTE were moved from action 29 to action 27. It is anticipated that suspensions will be reduced for FY, LI, and EL students.

Action 28: The computer-based data management system action was fully implemented this year. This action provides teachers, parents, administrators, and students data reflecting the learning goals of FY, LI, and EL students, which provides a guide for teachers to support increased academic achievement in ELA and Math.

Action 29: The additional behavioral supports for students action was fully implemented this year. This action provided mental health support providers, psychologists, and assistants to work and counsel directly with students who were referred for behavioral struggles. During the year 3.5 Psychologist FTE were moved from action 29 to action 27. It is anticipated that this will decrease our suspension rates for FY, LI, and EL students.

Action 30: The additional social emotional psychologists at the high schools action was fully implemented this year. This action provided psychologists at comprehensive sites to work directly with FY, LI, and EL students who have identified social emotional needs. It is anticipated that we will see an increase in attendance and a decrease of suspensions for identified students with this action.

Action 31: The lead psychologists for comprehensive wellness plan action was fully implemented this year. CUSD's Wellness Plan is a multi-tiered and multi-faceted program of support that helps FY, LI, and EL students reach their full potential with programs that provide direct services to students across the district. The lead psychologists offer professional development and training for staff members across the district. It is anticipated that this action will reduce suspensions and increase attendance each year.

Overall Successes:

As a result of the actions and services from Goal 1, some of the successes revolve around our AVID program and how it has helped our students to be more involved in our community, organized, and confident in their abilities to succeed in career and college goals. Our students have developed focus and ambition to dream big, aim high, and persevere to achieve their goals. Additionally, our CTE enrollment has increased back to pre-COVID numbers, and our students are able to experience hands on experiences and gain the skills and knowledge to make decisions that will help them with their future goals. We have been able to increase more schools to become Positivity Project schools where our students learn at a young age their character strengths, other's character strengths, and how to use this knowledge to help build relationships and increase their awareness other other's emotions. Finally, our EL students are showing great improvements on numerous metrics. We believe a full return to normal school has benefited our EL students by providing opportunities for the crucial development of their listening, speaking, reading, and writing skills.

Overall Challenges:

There is a huge increase throughout the education system to provide support for students academically and social-emotionally. This requires hiring staff, which has been a challenge to find qualified and available candidates. Additionally, there is the continued challenge of getting our students back to the learning environment pre-covid, reminding them of support services, and taking up on intervention opportunities.

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

There was a material difference (+/-10%) between planned and estimated actual expenditures for the following actions:

Action 2: Estimated actual expenditures of \$1,653,566 are \$492,937 lower than planned expenditures. At Adopted the plan was to add additional CSR teachers at the elementary sites with the highest UPP to decrease their class size ratios. This did not come to fruition due to actual enrollment at these sites. District was able to maintain planned class size ratios with existing staff covered by this action.

Action 5: Estimated actual expenditures of \$11,739,175 are \$5,477,838 higher than planned expenditures. The difference is due to the addition of \$994,258 from the State Strong Workforce Program, and \$3,979,534 from increase CTEIG funds. These funds will be used to fund capital expenditures and other non-personnel expenditures to help develop new and build upon existing CTE pathways. The amount of supplemental funds used to support this action increased by \$824,730 as a result of adding six additional CTE teachers.

Action 10: Estimated actual expenditures of \$1,070,551 are \$177,212 lower than planned expenditures. The District continues to struggle to find qualified teachers. The amount of push in hours used by District sites decreased due to staffing shortages.

Action 12: Estimated actual expenditures of \$811,989 are \$357,576 lower than planned expenditures. Planned expenditures were based on the cost of certificated extra period stipends, this is always the preferred choice. If a site is unable to find certificated teachers interested in working an additional period, sites will hire hourly intervention teachers and/or classified instructional assistants. The cost of the hourly teachers and classified instructional assistants is lower than the planned extra period stipends resulting in decreased expenditures.

Action 14: Estimated actual expenditures of \$1,691,832 are \$280,567 higher than planned expenditures. The increase is primarily due to the addition of an ELD Learning Directors to assist with oversight EL services and to oversee local assessments, develop instructional and curricular materials designed for our EL students.

Action 18: Estimated actual expenditures of \$727,577 are \$111,714 higher than planned expenditures. The increase is the result of the salary market study implemented in March 2023.

Action 19: Estimated actual expenditures of \$186,350 are \$58,000 higher than planned expenditures. Students are still recovering from the impact of the pandemic. A greater need for staff trained to conduct CSI programs was identified. The budget for stipends was increased since the initial budget.

Action 27: Estimated actual expenditures of \$468,255 are \$357,148 higher than planned expenditures. Duties performed by staff funded out of Action 27 and Action 29 were analyzed, 3.5 Psychologist FTE previously funded out of action 29 were moved to action 27 because their duties were more appropriately aligned with this action. This increase is offset by a decrease to action 29 planned expenditures.

Action 29: Estimated actual expenditures of \$780,306 are \$347,306 lower than planned expenditures. As noted under the explanation for changes to Action 27.

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

CUSD experienced growth in one area or more for each of our EL, FY, and LI groups.

Action(s): 1.11 Additional Support for Core Classes and College & Career Readiness, 1.13 Healthy Start Coordinator, 1.15 Online Curriculum for Intervention & Credit Recovery, 1.23 Counselors to Reduce Caseloads, 1.24 Guidance Instructional Specialist for At-Risk Students

Metric(s): Graduation Rate

Data Statement: The graduation Rate for EL students grew by 9%. The graduation rate for SED grew by 2%. The LEA saw a 2% decrease in the graduation rate for FY students.

Analysis Statement:

Our actions and services have shown effectiveness with two of our focus groups. Our AVID program continued to prepare students to be college and career ready. Our program continued to expand due to the increased number of students participating in the program, the increased number of AVID elective sections offered and the addition of new elementary schools participating in the program. This increase impacted academic success of students from K-12 and provided more opportunities for college and career readiness. Clovis Unified's AVID program and services included training for staff to build capacity, engaging classrooms, develop language and literacy, culturally engaging classrooms, leadership, note-taking strategies, the WICOR Model, and model lessons. Students benefited directly from the staff being trained and other AVID events such as college visits, Fresno Area College Night, showcases, guest speakers, and college visits.

Credit recovery courses have supported students to obtain the necessary credits to graduate. Additionally support for core classes have also allowed for students to access more intervention to increase their reading and writing skills. The Healthy Start Coordinator also served students' well-being so they can access their learning.

Our counselors contributed to the growth in our metrics. They continued to help our students navigate their classes and experiences to prepare them to be college and career ready. They assisted with placing students in CTE, AP, AVID, and A-G courses. Reducing the caseloads for counselors allowed for more frequent consultations with students to help the student to explore their opportunities, break down barriers for students to challenge themselves, and plan their future pathway. Guidance Instructional Specialist for At-Risk Students checked in regularly with at-risk students to support their graduation goal.

While our FY decreased in their percentage, we feel 2% is not substantial and due to the low number of FY students, it can make a larger impact on the percentage rate. Our counselors will continue to work to support our FY alongside our team of educators in the district.

Action(s): 1.14 ELD Teachers at Secondary, 1.20 EL Summer School

Metric(s): ELPI

Data Statement: The 2022 Dashboard English Learner Progress Indicator showed that 60.3% of EL students are making progress toward English Language Proficiency. This is 10% higher than the state average.

Analysis Statement:

A full return to school benefited our EL students. 89% of our students indicated their school provides enough support for EL students. Our staff provided students with structured ELD instruction, assessed their academic conversations and listening skills, provided individualized support, BIA services, and communication home with families.

Action(s): 1.1 Instructional and Operational Technology, 1.2 Class Size Reduction, 1.4 Special Education programs, 1.8 Supplemental Instructional Support for Sites, 1.9 Intervention Summer Learning Academy, 1.10 Push-In K-6 Teachers, 1.12 Secondary Intervention, 1.19 Clovis Support and Intervention, 1.26 Administrative Support for MTSS, 1.28 Computer-Based Data Management System, 1.3 Students with IEPs

Metric(s): ELA & Math State and Local Data (iReady & CAASPP)

Data Statement: Foster Youth students' ELA Local Benchmark data grew 8%. ELA Local Benchmark data show a slight decline for EI and SED students. Foster Youth students' math Local Benchmark data grew by 4%. SED students' math Local Benchmark data show a slight

increase. Math Local Benchmark data shows a slight decline for EI students. There is no comparison of CAASPP data due to the suspension of testing during the pandemic.

Analysis Statement:

These actions supported the work of our teachers to identify the students' areas of needs and strengths to inform our instructional focus. Our MTSS has been revisited and provided support by our MTSS administrator. Class size reduction has allowed teachers to conduct more targeted instruction and small groups. Additional support for FY, LI, and EL students who are SWD has allowed for more intensive interventions. Ongoing PLC conversations and classroom observations indicated the use of diagnostics to measure student performance, focused instruction on ELA and Math sub-skills, mastery learning, and the use of online curriculum to reinforce instruction and/or support gaps in learning. The hiring of credentialed teacher(s) to deliver instruction and push in for support contributed toward the growth allowing for targeted instruction. The availability of technology provided increased access and exposure for students to improve their skills with iReady lesson, accessing practice SBAC assessments, and additional online resource for specific sub-skill weaknesses to improve academic performance in CAASSP claims.

We are committed to providing intervention to support our students to be academically successful. Our effectiveness stems from various practices across the district with our actions and services. The hour of push-in teachers provided teachers with more targeted teacher instruction and support for students, thus decreasing the percentage of students who needed reteaching. PLC conversations and classroom observations showed various components of tiered level of supports: small group instruction, student areas of need were identified using data from diagnostic assessments/SBAC assessments/local assessments, additional instruction was provided through intervention programs, intervention teachers, specialist(s) and/or instructional aides that focused on subject and grade-specific skills, continued assessment and monitoring of students using diagnostic tests and district assessments to determine which students needed to be entered or exited from intervention programs, purchased intervention materials/programs, instructional materials for intervention program, and targeted interventions provided in the classroom and as Tier 2 outside of the classroom. Our EL students were provided primary language support and instructional support by Bilingual Instructional Aides and Instructional Aides.

One of our most impactful services is the Clovis Support and Intervention (CSI) program that has trained almost 600 staff members and served over 220 groups and more than 1,500 students. These groups assisted students with confidence to deal with daily challenges and express emotions in a more positive manner. Students continued to seek assistance from Comprehensive Youth Services. The support allowed students to understand their emotions more and take away barriers that impeded their learning. The pandemic and distance learning created challenges for our students, but these actions and services have been effective with supporting students to take away social and emotional barriers from the learning process.

While our EL and SED decrease in their percentage for local ELA benchmarks, we feel it is not substantial. In addition, our EL students grew on their other English proficiency metric. Additionally, our EL decreased slightly on their local Math benchmarks; however we feel with an increase in their language acquisition they will improve their math performance as well. Our teachers, counselors, and Transition Team will continue to work to support our EL and SED alongside our administrators in the district.

Action(s): 1.5 Career Technical Education Courses, 1.6 Licensing to Provide Online College and Career Planning, 1.16 Increased Bus Routes
Metric(s): CTE Pathway Completion, A-G Completion Rate

Data Statement: All three subgroups show a decline in CTE Pathway Completion Rates and A-G Completion Rates

Analysis Statement:

While our CTE metrics have decreased, we have continued to promote enrollment and support of our FY, LI, and EL students to participate in our programs. We are excited that our CTE enrollment has increased back to pre-COVID numbers, and our students are able to experience hands on experiences and gain the skills and knowledge to make decisions that will help them with their future goals.

Action(s): 1.18 Opportunity Classes at Intermediate Schools, 1.21 Additional Nursing Services, 1.22 Personnel for Student Services and School Attendance for Foster and Homeless Support, 1.25 Comprehensive Youth Services, 1.27 Multi-Tiered Systems of Support (MTSS), 1.29 Behavior Consultation Team, 1.30 Mental Health Providers, 1.31 Lead Psychologist for Comprehensive Wellness Project, 1.32 Elementary Mental Health Support, 1.17 Mentoring Service at Alternative Sites, Action(s):1.7 Specialized Services and Support for Migrant Ed

Metric(s): School Connectedness, Suspension, Chronic Absenteeism

Data Statement: Suspension rate increased for EL, SED, and FY students. Chronic Absenteeism rate increased for EL, SED, and FY students. Student Overall Connectedness increased for EL students by 30%, SED students by 8%, and FY students by 8%.

Analysis Statement:

Our Opportunity Classes were provided at the secondary level as students transition from our alternative school to the comprehensive site. Returning students worked directly with the opportunity teachers. Teachers pushed into students' classes and aided with academics, social emotional support and maintained contact with the student's other teachers and parents about student progress. Teachers provided progress reports to students every three weeks and worked with classroom teachers to create goals for improvement. Teachers also provided positive reinforcement for students for good attendance, no-tardies, and positive behavior.

Our MTSS and PBIS administrator/psychologist helped schools create teams that developed, informed, and maintained systems that supported behavior and social-emotional outcomes. The number of schools utilizing the PBIS framework increased to 22. They supported students using a tiered approach with interventions and curriculum for behavior and social emotional needs. There was professional development and individual action plan meetings to provide information about best practices, evidence-based strategies, effective and accessible interventions, and goal development to have a robust framework that brings clarity, structure, and meaningful outcomes for students and staff. The framework created a cohesive plan for student wellness.

There continues to be an increased need for social-emotional learning support coming out of the pandemic. Our Comprehensive Wellness Project continues to serve as one of our driving forces that has enabled us to be effective with these actions. Training for staff provided by our experts was critical to our success in continuing to provide an educational environment that encompasses the philosophy of being the best you can be in mind, body and spirit. There were numerous trainings related to social emotional learning in topics ranging from suicide prevention, safe zone, ASSIST, Safe Talk, Risk Assessment, PBIS, and other SEL topics to support our students. Additionally, these actions and services provided staff that supported students through using curriculum such as Mind Up, Second Step, and Character Strong. These curriculums provided staff and students with strategies to work through their emotions and challenges. Mental Health Support Providers assisted our students with identifying the support provided on a campus and ensured students received it at the appropriate tiered support. Counselors continued to be a consistent mentor and support provider for students.

Our additional nursing services have ensured that our students' basic needs are met to help get them back in school. Additionally, personnel for Student Services and School Attendance for Foster and Homeless Support have worked hard to ensure that barriers are removed for

students so they can attend school. Comprehensive Youth Services helped students work through coping with student issues to allow them to be attending school on a regular basis. Our alternative sites provided mentoring services for additional challenges they had to overcome.

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.

The desired outcome for the following metrics were updated:

- Percent of EL Students Scoring Level 3 or Level 4 on ELPAC
- AP Passage Rate
- EAP ELA
- EAP Math
- High School Graduation Rate
- Smarter Balanced ELA
- Smarter Balanced Math
- Percent earning Healthy Fitness Zone in Grade 5
- Percent earning Healthy Fitness Zone in Grade 7
- Percent earning Healthy Fitness Zone in Grade 9
- EL Students Making Progress Toward English Proficiency

The title for the following actions were updated to be more reflective of the service:

- Action 2 is now Class Size Reduction
- Action 4 is now Additional Support for Students with Disabilities
- Action 10 is now called Push-in TK-6 Teachers
- Action 27 is now called Multi-Tiered Systems of Support (MTSS)

There have been revisions made to the following actions to provide more clarity of the service:

- Action 2
- Action 5
- Action 6
- Action 7
- Action 8
- Action 11
- Action 12
- Action 19
- Action 22
- Action 23

- Action 26
- Action 27
- Action 30
- Action 31

The following actions have increased in cost based on feedback from educational partners and current needs in order to increase support for EL, FY, and EL students to meet desired outcomes:

- Action 5
- Action 6
- Action 23
- Action 27
- Action 31

The following actions changed from a limited to LEA-wide action:

- Action 7 to ensure that migrant students who are not ELs still have access to these additional services
- Action 13 to support the needs at alternative education sites
- Action 22 to support the needs of Foster Youth and Homeless students

The following action went from a limited to school-wide action:

- Action 17 to provide mentoring services at alternative education sites

The following action went from a contributing to non-contributing action to support students with IEPs.

- Action 4

Based on feedback from educational partners and metrics, a new action was added--Action 32--Elementary Mental Health Support. Our educational partners shared the need for increased social-emotional support at the elementary level. There is a need to improve perceptions that school is a safe place for learning by providing individualized guidance, counseling, and increased access to resources and intervention. To meet this need, Clovis Unified will fund elementary school counselors. The counseling services will provide intervention strategies and support as appropriate to FY, EL, and LI students struggling with social-emotional issues. Counselors will help students to overcome potentially disabling education, personal, behavioral, and social problems, individually, in small groups or through classroom guidance lessons. The addition of a counselor allows for more personalized connections with each identified FY, EL, and LI student and conducting of ongoing, structured counseling sessions to support their social-emotional needs. Metrics that will be used to measure effectiveness are: CAASSP Math and ELA assessments, local ELA and math assessments (iReady), chronic absenteeism, and local indicator—student connectedness.

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

Goals and Actions

Goal

Goal #	Description
2	Operate with Increasing Efficiency and Effectiveness

An explanation of why the LEA has developed this goal.

This broad goal was established in alignment with our Clovis Unified Strategic Plan. Efficiency and effectiveness are important goals as they relate to how we execute our actions. When we work efficiently, we use less time, resources, and/or human effort to do our job. Effectiveness looks at the quality of the results we achieve. If we are effective in what we do, we will consistently reach our goals and objectives. When we are efficient and effective, our students are more likely to succeed in and meet their individual growth potential. Students and parents are comfortable with the school setting and students feel safe, emotionally and physically at school. We measure different metrics to audit our efficient and effective operations. We measure suspension and chronic absenteeism rates. On our annual surveys, we measure student and parent involvement in school and the perceptions of safety. Operating our schools efficiently and effectively means we are offering all our students access to a broad course of subjects and are pushing them to achieve academically. This goal includes actions for our grounds and maintenance facilities. We have added a new action to fund a health center in the district to help with overall well-being and improve attendance. We know that student learning is maximized when they have access to proper instructional materials and resources to meet their individual needs. We know that when we operate with increasing efficiency and effectiveness we strive for our maximum potential as we work to make the best decisions for our students and help them to be in a better position to achieve great things. Goal 2 is in direct support of Goal 1, Maximizing Achievement for ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2.7% Data Year: 2019-20 Data Source: DataQuest	All: .5% 2020-2021 EL: .5% SED: .7% FY: 4.2% Data Year: 2020-2021 Data Source: DataQuest	All: 3.9% EL: 3.2% SED: 5.5% FY: 16.5% Data Year: 2021-22 Data Source: DataQuest		All: 2.3% EL: 2.3% SED: 2.3% FY: 3% Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	8% Data Year: 2018-19 Data Source: DataQuest	All: 9.9% EL: 11.4% SED: 13.7% FY: 32.8% Data Year: 2020-2021 Data Source: DataQuest	All: 25.3% EL: 25.9% SED: 33.2% FY: 40.2% Data Year: 2021-22 Data Source: DataQuest		All: 20% EL: 20% SED: 23% FY: 30% Data Year: 2022-2023 Data Source: DataQuest
Expulsion Rate	.04% Data Year: 2019-20 Data Source: DataQuest	All: .01% EL:.01% SED: .01% FY: .6% Data Year: 2020-2021 Data Source: DataQuest	All: .1% EL:0% SED: .1% FY: 0% Data Year: 2021-22 Data Source: DataQuest		All: .03% EL: .03% SED: .03% FY: .4% Data Year: 2022-2023 Data Source: DataQuest
Parent Overall Connectedness to School	70% Data Year: 2020-21 Data Source: SART Survey (Attended a school meeting)	81% Data Year: 2021-2022 Data Source: SART Survey (Attended a school meeting)	85% Data Year: 2022-23 Data Source: SART Survey (Attended a school meeting)		88% Data Year: 2023-24 Data Source: SART Survey (Attended a school meeting)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Overall Safety Satisfaction	81% Data Year: 2020-21 Data Source: SART Survey	87% Data Year: 2021-2022 Data Source: SART Survey	88% Data Year: 2022-23 Data Source: SART Survey		All: 90% Data Year: 2023-24 Data Source:SART Survey
Staff Overall Safety Satisfaction	87.4% Data Year: 2020-21 Data Source: Climate Assessment	82% Data Year: 2021-2022 Data Source: Climate Assessment	79% Data Year: 2022-2023 Data Source: Climate Assessment		All: 92% Data Year: 2023-24 Data Source: Climate Assessment
Student Overall Safety Satisfaction	84% Data Year: 2020-21 Data Source: LCAP Student Survey	All: 89% EL: 94% SED: 89 % FY: 89% Data Year: 2021-2022 Data Source: LCAP Student Survey	All: 89% EL: 93% SED: 89 % FY: 89% Data Year: 2022-23 Data Source: LCAP Student Survey		All: 90% EL: 95% SED: 90% FY: 90% Data Year: 2023-2024 Data Source: LCAP Student Survey
Student Overall Connectedness to School	66% Data Year: 2020-21 Data Source: LCAP Student Survey (Participation)	All: 71% EL: 47% SED: 60% FY: 60% Data Year: 2021-2022	All: 68% EL: 77% SED: 68% FY: 68% Data Year: 2022-23		All: 75% EL: 60% SED: 65% FY: 65% Data Year: 2023-2024 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: LCAP Student Survey (Participation)	Data Source: LCAP Student Survey (Participation)		LCAP Student Survey (Participation)
Access to Broad Course of Study as Measured by Review of Teacher and/or Master Schedule	100% Data Year: 2020-21 Data Source: Dashboard	100% Data Year: 2021-2022 Source: Dashboard	100% Data Year: 2022-23 Source: Dashboard		100% Data Year: 2023-2024 Source: Dashboard
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-21 Data Source: Dashboard	Initial Implementation Data Year: 2021-2022 Data Source: Dashboard	Full Implementation Data Year: 2022-23 Data Source: Dashboard		Full Implementation Data Year: 2023-2024 Data Source: Dashboard
Staff Connectedness to School	82% Data Year: 2020-21 Data Source: Climate Assessment	79% Data Year: 2021-2022 Data Source: Climate Assessment	85% Data Year: 2022-2023 Data Source: Climate Assessment		All: 88% Data Year: 2023-24 Data Source: Climate Assessment
Attendance Rate	95% Data Year: 2019-20 Data Source: Local Data	96.6% *Disaggregated data by subgroup was not available. Data Year: 2020-2021 Data Source: Local Data	92.4% *Disaggregated data by subgroup was not available. Data Year: 2021-2022 Data Source: Local Data		97% Data Year: 2023-2024 Data Source: Local Data

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Custodial and Grounds Services	Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.	\$31,889,608.00	No
2.2	Maintenance and Repair of School Facilities	Maintenance and repair of school facilities to ensure quality learning environments for students.	\$17,514,845.00	No
2.3	Student Health Center	As identified in the LCAP metrics, there is a need to improve chronic absenteeism for foster youth, low-income, and English learner students. Based on local needs assessments, these identified student groups would benefit significantly from additional and basic health services to reduce chronic absenteeism . The identified students would benefit significantly from a health center because it provides increased access to medical services, removing barriers caused by health issues which interfere with school attendance. Clovis Unified will provide a comprehensive health center staffed by a nurse practitioner and a licensed vocational nurse (LVN), who provide increased access to medical care. The health center will offer treatment for minor injuries, illnesses, vaccinations, and physicals. It will be available to EL, FY, and LI students of any age and is free of charge. By providing access to a health center, Clovis Unified expects to reduce chronic absenteeism for EL, FY, and LI students with the greatest absence concerns positively influencing their overall well-being. While this action was specifically created to ensure that English Learners, foster youth, and low-income students have access to increased health services, we expect that all students struggling with health issues will benefit from this action that is provided on an LEA-wide basis. CUSD anticipates a decrease in chronic absenteeism with the implementation of this action for FY, LI, and EL students.	\$648,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Aligned Instructional Materials and Supplies	To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies.	\$4,504,216.00	No
2.5	Supplemental Resources	As identified in the LCAP metrics, indicates there is a need to increase academic achievement for foster youth, low-income, and English learner students. Local needs assessments from teachers showed that FY, LI, and EL students benefited from the use of supplemental resources and more deliberate progress monitoring. To meet these needs, Clovis Unified will provide supplemental resources and progress monitoring tools to ensure identified students have access to rigorous standards-aligned curriculum. These additional progress monitoring tools will provide information to the teacher regarding learning needs and supports for the identified students. Based on the data and academic achievement levels of FY, EL, and LI students' individualized instruction will be provided using supplemental resources that support grade level materials based on their learning needs. The program is designed to provide FY, EL, and LI students with individualized instruction that assesses academic progress frequently and provides targeted lessons based on their individual needs. This action is designed to meet the academic needs most associated with EL, FY, LI students, however, because we expect that all students struggling with academics will benefit, this action is provided on an LEA-wide basis. Clovis Unified expects to close the achievement gap in ELA and Math for FY, LI, and EL students.	\$1,073,680.00	Yes
2.6	Oral and Written Translation Services	A review of survey data determined that EL students and their parents are often not fully engaged in the educational process. Further, feedback we have received from educational partners reinforces the	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>idea that expanded school communications in students and families' home languages are needed to promote engagement. To improve family engagement and access to information, CUSD will provide additional parent/guardian oral and written translation services above and beyond what is required by Education Code. This action helps engage EL parents and students in their school by removing the barrier of language. Both written and oral translation is offered to parents and students to ensure that they are connected with the school to support student success. Parent Feedback has shown that when communication is provided in their home language, EL students are more likely to be involved and engaged in their school. CUSD expects to see an increase in access to information and involvement of parents or guardians of EL students. This action is limited to unduplicated student groups, specifically EL students.</p>		
2.7	Increased Access to Technology	<p>A review of local and state achievement data in Math and ELA demonstrates that FY, EL, and LI students perform below all students. Also, parent surveys indicate there is a need for increased access to technology in the homes of FY, LI, and EL students. Local needs assessments show that identified students have less access to technology when compared to all students. The identified students benefit significantly from increased access to technology because it increases opportunities for individualized instruction and access to learning both at school and at home. Clovis Unified will ensure EL, FY, and LI students have adequate access to technology. Students will be provided computers, hotspots, and programs for access to curriculum and learning at home and at school. Clovis Unified has migrated to a heavy technology-based instructional system. By providing technology, LI, FY, and LI students are provided with additional resources that allow them to explore and expand 21st century learning opportunities and access additional resources to support learning with targeted lessons built for each student. CUSD anticipates an increase in student achievement in Math and ELA with the implementation of this action. This targeted action is designed only for FY, LI, and EL students.</p>	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	VAPA Support	<p>A review of chronic absenteeism data indicates there is a need to increase and support school connectedness of foster youth, English learner, and low-income students. Local metric data showed that foster youth, English Learner, and low-income students who were involved in Visual and Performing Arts (VAPA) have a lower chronic absenteeism rate and greater connection to their school community. Students who are involved in co-curricular activities are more likely to have a positive school experience, develop pride, contribute toward a team, and stay connected in school, thus reducing chronic absenteeism. To increase opportunities for all low-income, English Learner, and foster youth students, the district will invest in repairing and purchasing performing arts equipment to use as “loaners” and provide additional materials and resources. To ensure that these programs and resources are developed appropriately, maintained, and student participation is effectively maintained, the district will add administrative support, support staff, and teacher on special assignment to assist the Visual and Performing Arts programs throughout the district. The program is designed to meet the needs most associated with school connectedness for foster youth, English learner, and low-income students, however, because we expect that all students struggling with chronic absenteeism will benefit, this action is provided on an LEA-wide basis. We expect that our chronic absenteeism data will decrease and student connectedness will increase for foster youth, English learner, and low-income students.</p>	\$865,999.00	Yes
2.9	Increase Connection Points to School	<p>A review of chronic absenteeism data shows a need to increase the participation and support school connectedness of foster youth, homeless, low income, and English learners students. The LCAP Survey and educational partner feedback states students and families feel more connected to school if they have opportunities to attend and participate in school activities with access to enrichment experiences. Additionally, feedback indicates that increased parent engagement opportunities allow for foster youth, homeless, low-income, and English learner families to become more aware of the importance of</p>	\$570,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>attendance and school participation. To meet this need, Clovis Unified will increase connection points to school that enhance student engagement by reducing or eliminating student attendance charges at school events and charges for Unitrack college course for foster youth, homeless, low-income, and English learners. CUSD will also provide parent academies, one-on-one conferences, and transition team centers to make meaningful connections and provide educational opportunities for students and families of foster youth, homeless, low income, and English learners. Monthly parent academies support families with academic strategies to support students at home, provide social-emotional strategies when working with students, tips on how to help students balance social-media/technology use with learning, and information to navigate the educational system to support their student. Throughout the year EL, FY, and LI students also have access to increased connection points through college trips, listening to motivational speeches, attending field trips, participating in leadership seminars, attending co-curricular school events, and mentoring to develop academic and social skills. It is our expectation that we will see an reduction in chronic absenteeism for these student groups. The additional connection points to school action will meet the needs and interests of foster youth, English learners and low-income students. However, because we expect that all students struggling with chronic absenteeism will benefit, this action is provided on an LEA-wide basis. We expect that our chronic absenteeism data will decrease foster youth, English learner, and low-income students.</p>		
2.10	Transition Team Student Relations Liaisons and Instructional Assistants	<p>As demonstrated in the Educational Partner Section, a review of local survey data indicates a need to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging for foster youth, low-income and English learner students in comparison to all students. Clovis Unified will provide Student Relation Liaisons (SRLs) and Instructional Assistants (IAs) assigned to each of the high school area transition teams. SRLs and IAs work directly with the parents and students, offering social emotional advice, connecting students to intervention programs, communicating with classroom teachers concerning academic</p>	\$3,364,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>progress of the student, and encouraging students to participate in activities at the school. The purpose of this action is to support foster youth, low-income and English learner students with school and its resources to increase sense of belonging and connectedness. We expect that the student and parent survey results of foster youth, low-income and English learners will increase regarding their positive perception and school connectedness including feeling valued, safe, and welcome. This action is designed to meet the needs associated with the stresses and experiences of identified student groups, however, because we expect that all students struggling with student connectedness will benefit, this action is provided on an LEA-wide basis.</p>		
2.11	Transition Directors	<p>As demonstrated in the identified needs and metric sections, state and local ELA and Math data and chronic absenteeism data indicates there is a need to increase overall connectedness and reduce chronic absenteeism for foster youth, homeless, low-income, and English learner students as compared to all students. Local needs assessments show that when foster youth, homeless, low-income, and English learner students are connected with a caring adult as they transition between schools they have an increased overall sense of connection, more academic success, and higher attendance rates. To meet this need, Clovis Unified will provide Transition Directors assigned to high school area transition teams to support low-income, foster youth, homeless and English learners as they matriculate between grade spans. The Transition Coordinators will ensure that each foster youth, homeless, low-income, and English learner student is connected to a caring adult that helps support their unique needs through deliberate guidance, advocacy, support, and resources as they transition from elementary, intermediate, high school, and post secondary. These supports include connection to a caring adult, additional academic intervention, and assistance with involving students in co-curricular opportunities. CUSD expects to see increased overall connectedness and chronic absenteeism of foster youth, homeless, low-income, and English learner students. This action is designed to meet the needs associated with the stresses and</p>	\$1,027,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experiences of identified student groups. We expect to see increased state and local ELA and Math scores and a reduction in chronic absenteeism rates for low-income, English learner, and foster youth; however, because we expect that all students struggling with ELA and Math scores and chronic absenteeism will benefit, this action is provided on an LEA-wide basis.		
2.12	Transition Counselors	A review of graduation rate data indicates there is a need to ensure foster youth, low-income, and English learner students are on track for graduation. Based on local needs assessments these student groups would benefit significantly from additional counselor support. These identified students have ongoing meetings with their counselor to ensure they are on track for graduation. To meet this need, Clovis Unified will provide Transition Counselors who will ensure students are connected to the correct classes, academic interventions, and resources. The transition counselor will work directly with the identified students and parents at the school site to conduct ongoing, structured academic goal-oriented counseling sessions. They will also promote school, parent, and community relationships through parent conferences to ensure foster youth, low-income, and English learner students are on track for graduation. This action is designed to meet the needs associated with the stresses and experiences of these identified student groups, however, because all students will benefit from these services, this action is LEA-wide.	\$1,324,540.00	Yes
2.13	Transition Learning Directors	A review of local student climate survey data and assessment data from local and state assessments in Math and ELA indicate there is a need to increase the overall connectedness and academic achievement for foster youth, low-income, and English learner students as compared to all students. Clovis Unified will provide one transition learning director for each comprehensive secondary site to oversee deployment of personnel and programs intended to improve school connectedness and student achievement. The learning directors coordinate intervention programs at the school sites. They	\$1,342,349.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>meet with FY, EL, and LI students who have academic deficiencies and connect them to the intervention programs that would best meet their needs. They manage the site plan for student engagement and arrange activities and recruit the identified students to participate in these activities. The learning directors work with teachers of the identified students, providing them with professional development around research-based strategies for working with at-risk youth and strategies to improve teaching and learning at their schools. Providing additional administrative services will help direct FY, EL, and LI students in gaining access to school connection points and instructional opportunities through individualized mentorship focused on being the best in mind, body and spirit. This action was specifically created to ensure that English learners, foster youth, and low-income students have access to resources that support connection and academic achievement. The intended outcome of this action is an increase in the overall academic achievement of English learner, foster youth, and low-income students measured on local and state assessments in Math and ELA and an increase in school connectedness for FY, EL, and LI Students as measured by our annual student climate survey. Although these services are designed for identified student groups, all students will benefit. For this reason, this action is LEA-wide</p>		
2.14	Diverse Student Engagement and Support	<p>A review of the annual student climate survey indicated there is a need to increase the perception of EL, FY, and LI students being treated fairly, valued, and respected for their diverse backgrounds. To meet this need Clovis Unified will provide an administrator to support equitable and engaging classrooms and assists in planning and providing student success conferences, which are conferences geared towards the needs of EL, FY, and LI diverse students (Asian, Hispanic, African-American). The administrator will prepare additional resources and provide professional development to staff, centered around the unique needs of a diverse population. Through professional development, the teachers will be more aware of the unique needs of FY, EL, and LI students by cultivating a better understanding of student's diverse perspectives. Students will be able</p>	\$267,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to identify with their cultural background in the school setting and relate to the curriculum, instruction and other school connection points supporting them to reach their academic potential. While this service was specifically created to ensure EL, FY, and LI students have access to trained teachers, it is expected that all students LEA-wide will benefit from this action. It is expected that CUSD will continue to see increases in the respect for cultural beliefs, viewing school as a welcoming place, and valuing race and ethnicity as measured by student surveys for EL, FY, and LI students.		

Goal Analysis [2022-23]

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

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

The actions outlined in Goal 2: Operate with Increasing Effectiveness and Efficiency support the progress in meeting the Goal to decrease suspensions, increase chronic absenteeism, reduce expulsions, and to support overall student connectedness to the school.

Action 1: The custodial and grounds services action was fully implemented this year. This action provided personnel and resources to maintain the grounds on CUSD campuses.

Action 2: The maintenance and repair of school facilities action was fully implemented this year. This action provided maintenance personnel and materials required to conduct repairs.

Action 3: The student health center action was fully implemented this school year. This action supported FY, LI, and EL students with increased access to medical services that may not be available elsewhere. It is anticipated that this action will remove barriers caused by health issues which interfere with school attendance. We anticipate seeing increases in attendance for identified students.

Action 4: The aligned instructional materials and supplies action was fully implemented this year. This action provided core materials to meet Williams Act requirements, which helped support increased student achievement.

Action 5: The supplemental resources action was fully implemented this year. This action provided FY, LI, and EL students with access to i-Ready in Math and ELA. i-Ready is a diagnostic tool that offers students lessons that are custom-built for their identified needs. It is anticipated that this will increase academic achievement in the district for identified students.

Action 6: The oral and written translation services action was fully implemented this year. This action provided non-English-speaking parents with written and oral translations to ensure that they are connected to the school and its programs and services. By offering these services, it is anticipated that we will see an increase in parent involvement at the sites.

Action 7: The increased access to technology action was fully implemented this year. This action provided adequate access to technology for LI, FY, and LI students. By offering these services, it is anticipated we will see an increase in student achievement in Math and ELA with the implementation of this action.

Action 8: The VAPA equipment action was fully implemented this year. This action provided adequate access to VAPA equipment for LI, FY, and LI students. It is anticipated that through VAPA, foster youth and low-income students will increase their sense of school connectedness, thus reducing chronic absenteeism for these student groups.

Action 9: The increase connection points action was fully implemented this year. This action provided increase connection points to school that enhance student engagement by reducing or eliminating student attendance charges at school events for foster youth, homeless, low-income, and English learners.

Action 10: The Transition Team Student Relations Liaisons and Instructional Assistants action was implemented this year. There was the addition of IAs to support the students with their needs to increase connectedness to school with academics and co-curricular activities. The increase in staff with IAs allowed for more connections with students to connect them with school and resources. This action provided Student Relation Liaisons (SRLs) and Instructional Assistants (IAs) assigned to each of the high school area Transition Teams.

Action 11: The Transitions Directors action was implemented this year to the best of our ability with unforeseen challenges. This action provided Transition Directors assigned to high school area transition teams to support low-income, foster youth, homeless and English learners as they matriculated between grade spans. One of the intermediate sites did not have a full year of a Transition Counselor due to a resignation. Other personnel supported the needs in the absence of the staff member. Students did not have the full planned resources.

Action 12: The Transitions Counselors action was fully implemented this year. This action provided Transition Counselors who will ensure students were connected to the correct classes, academic interventions, and resources.

Action 13: The Transitions Learning Directors action was fully implemented this year. This action provided one Transition Learning Director for each comprehensive secondary site to oversee deployment of personnel and programs intended to improve school connectedness and student achievement.

Action 14: The Professional Development for Diversity action was fully implemented this year. This action provided an administrator to support equitable and engaging classrooms and assist in planning and providing student success conferences, which are conferences geared towards the needs of diverse students.

Overall Successes:

Our Transition Team continued to support our FY, LI, and EL students to access resources on campus for academic and social-emotional support. They continued to help students with tutorial services to assist with their courses to increase the graduation rate. They removed barriers for students so they can attend school functions (sports games, dances, senior trips, student conferences, college visits, and College Night). with academic intervention, AVID). By working with educational partners, they have been able to see success stories. Across the district we continued to hold our various student conferences that highlight different ethnic groups. Our FY, LI, and EL students are positively impacted by these conferences where they hear a guest speaker, see cultural performances, attend academic and career workshops, interact directly with community mentors that resonate with them, and meet other students across the district.

Overall Challenges:

There is a growth for social-emotional learning and supporting behaviors that escalated after COVID. We are supporting all students, especially our FY, LI, and EL students to increasing their student connectedness, increase feeling of safety, and reducing chronic absenteeism.

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

There was a material difference (+/-10%) between planned and estimated actual expenditures for the following actions:

Action 1: Estimated actual expenditures of \$30,968,721 are \$23,902,231 higher than planned expenditures. This is the result of an error in reporting. When developing the LCAP grounds planned expenditures were reported under Action 1, but custodial expenditures were reported under Goal 3, Action 1. The estimated actual expenditures more accurately reflects expenditures connected to the Grounds AND Custodial departments.

Action 2; Estimated actual expenditures of \$19,860,735 are \$2,091,989 higher than planned expenditures. The District is required to contribute 3% of General Fund expenditures to routine restricted maintenance. Due to the increased expenditures related to a 7% salary schedule increase and the implementation of a salary market study, the 3% allocated to routine restricted maintenance increased.

Action 4: Estimated actual expenditures of \$6,596,205 are \$2,091,989 higher than planned expenditures. The increase is the result of adding funds committed to textbooks when the District closed the books on fiscal year 2021-22 for the use of textbooks. Several textbook adoptions were approved by the District's Governing Board this year using a large portion of the funds committed for this purposed.

Action 10: Estimated actual expenditures of \$2,911,820 are \$384,148 higher than planned expenditures. The instructional assistants mentioned in the details of this action are new and were not included in the planned expenditures. Two instructional assistants were added for each of the District's six educational areas.

Action 11: Estimated actual expenditures of \$976,790 are \$151,432 lower than planned expenditures. This is the result of the elimination of a Transition Counselor position at Kastner Intermediate following the resignation of an employee.

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

Action(s): 2.1 Custodial and Grounds Services, 2.2 Maintenance and Repair of School Facilities, 2.4 Aligned Instructional Materials and Supplies, 2.5 Supplemental Resources, 2.7 Increased Access to Technology, 2.11 Transition Directors, 2.13 Transition Learning Directors
Metric(s): ELA & Math State and Local Data (iReady & CAASPP)

Data Statement: Foster Youth students' ELA Local Benchmark data grew 8%. ELA Local Benchmark data show a slight decline for EI and SED students. Foster Youth students' math Local Benchmark data grew by 4%. SED students' math Local Benchmark data show a slight increase. Math Local Benchmark data shows a slight decline for EI students. There is no comparison of CAASPP data due to the suspension of testing during the pandemic.

Analysis Statement:

These actions and services help support the systems and services that are established for our students to achieve academic success. Our custodial and grounds team upheld our high standard of excellence in providing well-maintained and state-of-the-art facilities. 96% of our parents stated the facilities are top notch and 88% stated the school is a safe place to learn. This is an indication of our effectiveness with our actions and services. 96% of our parents stated that their school provides a quality education for their child. 88% percent of parents shared their child's reading and math skills were improving.

Additionally, we are committed to providing aligned instructional materials and supplies, supplemental resources, and increased technology for our students to achieve. We continued to adopt and purchase standards aligned textbooks that were piloted by our teachers to provide the very best resources to meet the needs of our students. We increased access to students by purchasing more technology. The availability of technology provided increased access and exposure for students to improve their skills with iReady lesson, accessing practice SBAC assessments, and additional online resource for specific sub-skill weaknesses to improve academic performance in CAASPP claims.

While our EL and SED decrease in their percentage for local ELA benchmarks, we feel it is not substantial. In addition, our EL students grew on their other English proficiency metric. Additionally, our EL decreased slightly on their local Math benchmarks; however, we feel with an increase in their language acquisition they will improve their math performance as well. Our Transition Team and custodial staff will continue to work to support our EL and SED to provide them the best support and learning environment to achieve.

Action(s): 2.3 Student Health Center, 2.8 VAPA Support, 2.9 Increase Connection Points to School,

Metric(s): Chronic Absenteeism

Data Statement: Chronic Absenteeism rate increased for EL, SED, and FY students.

Analysis Statement:

There was an increase in the chronic absenteeism rate our students. We attribute the increase due to the quarantine guidelines. Students were quarantined and access to the Student Health Center, VAPA, and increased connection points were limited, due to the nature a majority of the actions/services needing to be in person to have a full positive impact on students. We anticipate the rate for chronic absenteeism improving as school resumes to normal. Our Student Health Center will continue to serve our students and provide them with increased access to medical services, removed barriers caused by health issues that would interfere with school attendance. Our licensed and qualified health practitioners will continue to offer treatment for minor injuries, vaccinations, and physicals which allowed students to attend school and participate in co-curricular activities. Our Transition Team will continue support students to increase connectedness through individual meetings, group meetings, taking away barriers by referring them for support and increasing their self-confidence to succeed and attend school to reduce chronic absenteeism.

Action(s): 2.6 Oral and Written Translation Services,

Metric(s): Parent Involvement

Data Statement: The parent involvement rate grew by 4%.

Analysis Statement:

Our migrant families benefited from the support of our home liaison who communicated with our families regarding school events, student progress, and other school related topics. This allowed our district to promote and maintain an active partnership with parents. We have witnessed an increase in the attendance at our monthly districtwide family engagement nights from our FY, LI, and EL families.

Action(s): 2.10 Transition Team Student Relations Liaisons and Instructional Assistants,

Metric(s): Student Connectedness

Data Statement: Student Overall Connectedness increased for EL students by 30%, SED students by 8%, and FY students by 8%.

Analysis Statement:

We have seen an increase in our metrics because of the actions and services to support programs such as our Transition Team, VAPA, and EL students. Our students are engaged in VAPA activities and programs because these actions and services removes barriers that could otherwise limit their participation. The parent survey indicated 100% of parents being involved in various types of school meetings/events. This success is attributed to outreach by our Transition Teams and District Community Liaisons. They make sure communication is not a barrier for parents to receive information and participate in their child's educational experience. The district is home to families that speak over 48 different languages. Parent support was also provided in the form of Parent Academy Nights, community meetings, parent/teacher conferences, and training. Translation and interpreters were provided at these events so that information was accessible to all parents.

Our Transition program continues to be one of the leading initiatives in our district. This program provided targeted support that ranged from running CSI groups, connecting student to resources, providing access to co-curricular events, providing materials for learning, coordinating college visits and enrichment opportunities, and other engagement activities for our LI, EL and FY students. Our goal in Clovis Unified is to engage all students in the myriad of co-curricular activities available to them. 94% of our students are engaged in a co-curricular activity. Adult mentors in the transition program met individually with over 6000 students on an ongoing basis with over 65,000 individual contacts.

Action(s): 2.12 Transition Counselors

Metric(s): Graduation Rate

Data Statement: The graduation Rate for EL students grew by 9%. The graduation rate for SED grew by 2%. The LEA saw a 2% decrease in the graduation rate for FY students.

Analysis Statement: Transition Counselors were available to support students with individual and small group meetings to ensure students were on track to graduate. The frequency of the meetings and monitoring of student progress allowed for the Transition counselors to adjust and intervene when necessary to best support students to succeed. While our FY decreased in their percentage, we feel 2% is not substantial and due to the low number of FY students, it can make a larger impact on the percentage rate. Our counselors will continue to work to support our FY alongside our team of educators in the district.

Action(s): 2.14 Professional Development for Diversity

Metric(s): Local Indicator—Respect for Cultural Beliefs

Data Statement: 82% of our parents agree that their school respects cultural beliefs.

Analysis Statement:

Our local indicator survey revealed our success with professional development for diversity as 82% of parents stated that their child's school communicates the importance of respecting all cultural beliefs and practices. That is an increase of 6% from the previous year. 71% of students indicated that their school teaches importance of respecting all cultural beliefs. Our administrator to support equitable and engaging classrooms lead our Intercultural Diversity Advisory Council (IDAC) process throughout the district. Professional development was provided for administrators. IDAC site visitation teams composed of students, parents, and staff were created and visits were carried out revealing the inclusive learning environment established at school sites. Additionally, the administrator participated in our supplemental literature review process where diverse books are brought forward to be considered to add to our currently approved list. Our administrator also assisted with the planning of our annual student conferences across the district that are geared towards meeting the needs of diverse students.

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

The desired outcome for the following metrics were updated:

- Chronic Absenteeism
- Parent Overall Connectedness to School
- Staff Connectedness to School

The title for the following actions were updated to be more reflective of the service:

- Action 8 is now called VAPA Support
- Action 14 is now called Diverse Student Engagement

There have been revisions made to the following actions to provide more clarity of the service:

- Action 8
- Action 9

- Action 10
- Action 11
- Action 12
- Action 13

The following actions have increased in cost based on feedback from educational partners and current needs in order to increase support for EL, FY, and EL students to meet desired outcomes:

- Action 2.8
- Action 2.10

The following action decreased in cost based on feedback from educational partners and current needs in order to increase support for EL, FY, and EL students to meet desired outcomes.

- Action 2.8

The following actions changed from a limited to LEA-wide action:

- Action 9 to support more students
- Action 10 to support more students
- Action 11 to support more students

The following action went from a school-wide to LEA-wide action

- Action 12 to support more students
- Action 13 to support more students

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

Goals and Actions

Goal

Goal #	Description
3	Hire, Develop, Sustain, and Value a High-Quality, Diverse Workforce

An explanation of why the LEA has developed this goal.

This broad goal was designed to build actions that lead to a high-quality workforce. This goal is well-aligned to our district’s founding mantra that it is “People, Not Programs” that make the most difference in the lives of our students and it is people that will help students achieve their maximum potential. Goal 3 supports both Goal 2 and Goal 1. Without a quality workforce, we couldn’t maximize student achievement and we couldn’t operate with efficiency and effectiveness. This goal is written to ensure that we hire, develop and maintain diverse staff and embed our system with high-quality professional development to continue to build capacity in our people. In Clovis Unified, we value the whole child and know that it takes a village to support the myriad of issues that our schools face today. Not only are our classrooms centered on well-aligned curriculum and quality instruction, but staff work tirelessly to ensure that students have the social-emotional aspects supported and that they are entrenched in a culturally diverse and rich environment. For this goal, we measure our teacher assignments, ensuring that credentialed teachers are in place and adequately certified. We measure our professional development, using our systems to train 100% of our teachers in professional development throughout the year. We also consider our classrooms and measure the implementation of our standards across our district classrooms, guaranteeing that our students all are being taught with state-approved curriculum, aligned to state standards. Actions within this goal include all general operating costs. This goal also includes an action for learning directors to oversee programs at the school site and support professional learning across the district. An important action is funding for our district’s professional development, supporting all teachers in teaching the standards, assisting with social-emotional learning, and providing a culturally rich environment for our diverse student population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned and Fully Credentialed Teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard	0% Misassignments 0% Vacancies Data Year: 2021-2022 Data Source: Dashboard	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: Dashboard		0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide Professional Development	100% of certificated teachers attended professional development Data Year: 2020-21 Data Source: Local Data	100% of certificated teachers attended Data Year: 2021-2022 Data Source: Local Data	100% of certificated teachers attended Data Year: 2022-23 Data Source: Dashboard		100% Data Year: 2023-24 Data Source: Local Data
Implement CA Content Standards Via Walk Through and Formal Teacher Observations	100% Data Year: 2020-21 Data Source: Local Data	100% Data Year: 2021-2022 Data Source: Local Data	100% Data Year: 2022-23 Data Source: Dashboard		100% Data Year: 2023-24 Data Source: Local Data
Access to Standards-Aligned Instructional Materials	100% Data Year: 2020-21 Data Source: Williams Act	100% Data Year: 2021-2022 Data Source: Williams Act	100% Data Year: 2022-23 Data Source: Williams Act		100% Data Year: 2023-2024 Data Source: Williams Act
Implementation of Standards for All Students and Enable EIs Access to CCSS and ELD Standards	Full Implementation Data Year: 2020-21 Data Source: Dashboard	Full Implementation Data Year: 2021-2022 Data Source: Dashboard	Full Implementation Data Year: 2022-23 Data Source: Dashboard		Full Implementation and Sustainability Data Year: 2023-2024 Data Source: Dashboard
Facilities Maintained in Good Repair	100% Data Year: 2020-21	100%	100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Dashboard	Data Year: 2021-2022 Data Source: Dashboard	Data Year: 2022-23 Data Source: Dashboard		Data Year: 2023-2024 Data Source: Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	On-going Operating Costs	On-going operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility costs; transportation services; custodial services; Induction; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co- curricular programs.	\$403,799,496.00	No
3.2	Professional Development	A review of state and local assessment data indicate there is a need to increase academic achievement for foster youth, low-income, and English learner students, who score lower on these assessments as compared to all students. Clovis Unified will provide personnel specific to the implementation of California’s content standards and AVID strategies to train highly qualified teachers, and develop new curricular units and assessments aligned to standards to ensure FY, EL, and LI students achieve at high levels. Teachers will participate in professional development as it relates to the AVID program. Modules may include equitable and engaging classrooms, specific strategies tailored to all academic areas, and respect and appreciation for diverse backgrounds and circumstances. CUSD anticipates an increase in student academic achievement in Math and ELA for FY, EL, and LI students with the skills and strategies teachers learn through various AVID training. Teachers will be able to implement new learning through creating engaging lessons and content aligned activities and assessments. By providing these services it is expected	\$1,979,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that identified students will increase in their academic achievement as measured by state and local assessment data. Although this professional development, focusing on supports for the needs of identified students given to the teachers throughout the school year, is specifically created to ensure English learners, foster youth, and low-income students have access to rigorous curriculum and instruction, it is expected that all students will benefit from this action. For this reason, the action is being made available LEA-wide.</p>		

Goal Analysis [2022-23]

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

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

The actions outlined in Goal 3: Hire, Develop Sustain, and Value a High-Quality, Diverse Workforce supports the progress in meeting the Goal to ensure that all students have access to standards-aligned curriculum, that the standards are fully implemented in the classroom, that professional development is offered to all teachers, and that teachers are appropriately assigned and fully credentialed.

Action 1: The on-going operating costs action was fully implemented this year. This action provided all resources and personnel to operate the school district with increasing efficiency and effectiveness. This action supports increased student achievement.

Action 2: The content standards and AVID professional development action was partially implemented this year. This action provided professional development to teachers and staff around AVID strategies and teaching the content standards. It is anticipated that this will increase academic achievement for FY, LI, and EL students.

Overall Successes:

We adopted a new science curriculum and provided professional development for our teachers to support our students to build their science knowledge and add to our STEM programs. Our teachers attended a wide range of professional development from academic to social-emotional learning. They have used these skills they learned to further support our students.

Overall Challenges:

We will need to continue to stay up to date and provide training on technology changes that impact learning and issues that arise in the schools to support our staff and students.

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

There was a material difference (+/-10%) between planned and estimated actual expenditures for the following actions:

Action 1: Estimated actual expenditures of \$418,038,608 are \$50,461,426 lower than planned expenditures. This action accounts for the majority of expenditures in the District's General Fund. The decrease is the result of projected carryover and deferred revenues. The large variance is mainly the result of the large amount of one-time revenues allocated to districts during the 2022-23 fiscal year. The one-time funds are available to districts for multiple years. The full amount was budgeted but not necessarily planned to be expended this year. The adjustments were made as of the Third Quarter budget to account for funds set aside for future years' expenditures.

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

The actions in Goal 3, Hire, Sustain, and Value and High Quality, Diverse Workforce is the driving force behind all we do in providing the best learning environment for our students. Investing in the people that commit every day to ensure each student has the tools and support to be the best they can be in mind, body and spirit is essential to Clovis Unified.

Metrics used to measure our effectiveness are:

- Appropriately assigned and fully credentialed teachers
- Provide professional development
- Implement CA content standards via walk through and formal teacher observations
- Access to standards-aligned instructional materials
- Implementation of standards for all students and enable EL access to CCSS and ELD standards
- Facilities maintained in good repair

Clovis Unified has met the requirements of the William's Act and all metrics used. We continue to focus on keeping our facilities in state-of-the-art condition, providing access to all standards aligned curriculum and hiring highly qualified teachers. The parent community recognizes the high standards for facility maintenance in with 96% of our parent community responding on the parent survey that our facilities are clean and well maintained. This data point has been consistently in the ninety percent satisfaction range for several years and our community values having state of the art and well-maintained facilities.

Action 3 allowed for professional development to support growth in ELA and Math state and local assessments for EL, FY, and LI students. Professional development is provided through school leadership, curriculum and instruction, the Comprehensive Wellness Project and through courses provided online through the Thinkific platform. Staff attended conferences and workshops on student engagement, PLCs, behavioral support, and social-emotional support. New teachers are supported through our Induction program and provided trainings and mentors to ensure their success. Over 60 trainings were provided to staff from our Comprehensive Wellness project. Professional development opportunities were structured so that teachers and site leaders could tailor their trainings to meet the initiatives at their sites to

best meet the individual needs of their students. Additional professional development in areas such as SEL, Benchmark, iReady, AVID, Teaching Pyramid, Equitable and Engaging Classrooms, Read 180, and Professional Learning Communities were attended by a majority of teachers. We continued to build capacity by having our teachers serve on curriculum design teams to review curriculum and develop rigorous and engaging units for our curriculum to share as another resource for teachers. Survey data from the annual parent survey indicated 96% of parents agreed their child is provided a quality education and 88% agreed their child's reading and math skills were improving.

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.

The title for the following action was updated to be more reflective of the services:

- Action 2 is now called Professional Development

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$43,559,002	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.72%	0.22%	\$906,084.00	9.94%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

Goal 1 Action 2: Class Size Reduction

Goal 1 Action 4: Supplemental Support for Students with Disabilities

Goal 1 Action 5: Career Technical Education Courses

Goal 1 Action 6: Licensing to Provide Online College & Career Planning

Goal 1 Action 7: Specialized Services and Migrant Support for Education

Goal 1 Action 8: Supplemental Support for Students

Goal 1 Action 9: Intervention Summer Learning Academy

Goal 1 Action 10: Push in for K-6 Teachers

Goal 1 Action 11: Additional Support for Core Classes and College & Career Success

Goal 1 Action 12: Secondary Intervention Stipends

Goal 1 Action 13: Healthy Start Coordinator

Goal 1 Action 15: Online Curriculum for Intervention & Credit Recovery

Goal 1 Action 16: Increased Bus Routes

Goal 1 Action 17: Mentoring Services at Alternative Sites

Goal 1 Action 18: Opportunity Classes at Intermediate

Goal 1 Action 19: Clovis Support and Intervention

Goal 1 Action 21: Additional Nursing Services

Goal 1 Action 22: Personnel for Student Services and School Attendance for Foster and Homeless Support

Goal 1 Action 23: Counselors to Reduce Caseloads

Goal 1 Action 24: Guidance Learning Instructional Specialist for At-Risk Students

Goal 1 Action 25: Comprehensive Youth Services

Goal 1 Action 26: Administrative Support for MTSS

Goal 1 Action 27: Multi-Tiered Systems of Support (MTSS)

- Goal 1 Action 28: Computer-Based Data Management System
- Goal 1 Action 29: Behavior Consultation Team
- Goal 1 Action 30: Mental Health Support Providers
- Goal 1 Action 31: Lead Wellness Psychologists for Comprehensive Wellness
- Goal 1 Action 32: Elementary Social-Emotional Support
- Goal 2 Action 3: Student Health Center
- Goal 2 Action 5: Supplemental Resources
- Goal 2 Action 7: Increased Access to Technology
- Goal 2 Action 8: VAPA Equipment
- Goal 2 Action 9: Increase Connection Points to School
- Goal 2 Action 10: Transition Teams Student Relations Liaisons and Instructional Assistants
- Goal 2 Action 11: Transition Directors
- Goal 2 Action 12: Transition Counselors
- Goal 2 Action 13: Transition Learning Directors
- Goal 2 Action 14: Diverse Student Engagement and Support
- Goal 3 Action 2: Professional Development (Content Standards, AVID, Diversity)

Clovis is below the 55% for EL, FY, and LI, thus research is provided below.

One of our goals for our EL, LI, and FY is to reduce chronic absenteeism. All three groups' chronic absenteeism rates are very high. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to reduce chronic absenteeism for EL, FY, and LI students; each action is supported by educational research.

Actions to Support Attendance Rates & Chronic Absenteeism:

Goal 1 Action 21 Additional Nursing Services: The perceptions of teachers and staff are that school nurses are vital to eliminating barriers to student learning (Baisch and Lunden, 2011). Research also indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).

Goal 1 Action 22 Personnel for Student Services and School Attendance for Foster and Homeless Support: Research finds that the presence of one or more caring, committed adults in a child's life increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013). Research supports that students who feel connected to their school and who feel safe, have higher attendance rates (Blum, 2005).

Goal 1 Action 25 Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being: Research posits that students who can manage their emotions do better in school (Prothero, 2019) and group counseling has been shown to improve attendance of students with high rates of absenteeism (WebbLandman, 2012).

Goal 1 Action 30 Additional Mental Health Support Providers at High Schools: Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009) and social-emotional support for students increases attendance, and connection to school.

Goal 1 Action 31 Lead Psychologists for Comprehensive Wellness Plan: Research indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).

Goal 2 Action 8 VAPA Support: 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). Research shows that students who are engaged in school have higher attendance rates (Railsback, 2004).

Goal 2 Action 9 Increased Connection Points to School: Research shows that increasing student engagement improves attendance rates (Center for Disease Control and Prevention, 2018).

Goal 2 Action 11 & 12 Transition Directors & Counselors: Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion, reduce absenteeism and help prevent dropout (ESSA State Framework).

Goal 2 Action 14 Diverse Student Engagement and Support: Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills (Learning Institute, n.d.) Caring relationships soothe stress, calm anxiety, and let students know how much they matter (Center for Relationship-Based Education).

One of our goals for our EL, LI, and FY is to increase CTE Pathway Completion rates. All three groups CTE Pathway completion rates are lower than the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase CTE Pathway Completion for EL, FY, and LI students supported by educational research.

Below is supporting research behind each action.

Goal 1 Action 5 Career Technical Education Courses: According to America's Promise Alliance "Career exploration experiences and opportunities can improve academic performance. Career exploration opportunities improve the attitudes of young people about their career

possibilities, motivating them to persevere.” Research demonstrates that CTE programs prepare students for college and career readiness (Southern Regional Education Board, 2012; Neild et. al., 2013).

Goal 1 Action 6 Licensing to Provide Online College and Career Planning: According to America’s Promise Alliance “Career exploration experiences and opportunities can improve academic performance. Career exploration opportunities improve the attitudes of young people about their career possibilities, motivating them to persevere.”

Goal 1 Action 16 Increased Bus Routes: Research indicates that providing alternative forms of transportation gives access to programs that may be out of reach for some of our neediest students (Cook, 2021).

One of our goals for our EL, LI, and FY is to increase ELA and Math CAASPP scores and local benchmarks. Majority of the performance rates are lower than the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase CAASPP and local benchmarks in ELA and Math for EL, FY, and LI students supported by educational research

Goal 1 Action 2 Class Size Reduction: Research demonstrates that reducing class sizes has an overall positive effect on student achievement (Mathis, 2016).

Goal 1 Action 4 Special Education Programs: Research studies support the idea that offering students additional time for individualized intervention has a positive effect on student achievement (Weingarten, et. al., 2019).

Goal 1 Action 9 Intervention Summer Learning Academy: MTSS is an evidence based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists).

Goal 1 Action 10 Push-In K-6 Teachers: Research shows that providing an increase of time for students to learn has a positive influence on overall student achievement (Andersen, et. al., 2016).

Goal 1 Action 12 Secondary Intervention Stipends: Research shows that providing more time for students to learn has a positive influence on overall student achievement (Andersen, et. al., 2016). Research shows that high quality after-school programs improve student’s educational outcomes, school attendance, and social and emotional learning (National Conference of State Legislatures, 2021).

Goal 1 Action 17 Mentoring Services at Alternative Sites: Research shows statistically significant improvements for mentored youth compared to controls on a number of outcome measures, including perceived scholastic efficacy, truancy, and absenteeism (US Department of Education, 2009).

Goal 1 Action 19 Clovis Support Intervention: Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura).

Goal 1 Action 26 Administrative Support for MTSS: MTSS is an evidence based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists).

Goal 1 Action 28 Computer-Based Data Management System: Research indicates that student data systems support improvement in instruction and increases in student achievement (Gallagher, et. al., 2008).

Goal 2 Action 5 Supplemental Resources: Research shows that students who work with aligned materials in school achieve at higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012).

Goal 2 Action 7 Increased Access to Technology: Technology use by students is positively correlated to increased academic achievement and improved motivation in students (Harris, et. al., 2016).

Goal 2 Action 13 Transition Learning Directors: Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework).

Goal 3 Action 2 Content Standards and AVID Professional Development: Studies suggest that teachers who have quality professional development can have an increased effect on student achievement (Inpraxis Group Inc., 2006).

One of our goals for our English learners is to reclassify and make increased progress towards language proficiency. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL students first. We believe that the below actions are the most effective use of the funds to support the reclassification for EL students supported by educational research.

Goal 1 Action 7 Specialized Services and Support for Migrant Ed.: According to the US Department of Education (nd), Migrant Education Programs ensure that all migrant students reach challenging academic standards and graduate with a high school diploma.

Goal 1 Action 14 ELD Teachers at Secondary Schools: ELD instruction is designed specifically to advance English learners' knowledge and use of English in increasingly sophisticated ways (Saunders, Goldenberg, and Marcelletti, nd).

Goal 1 Action 20 EL Summer School: MTSS is an evidence based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists). ELD instruction is designed specifically to advance English learners' knowledge and use of English in increasingly sophisticated ways (Saunders, Goldenberg, and Marcelletti, nd).

One of our goals for our EL, LI, and FY is to increase their graduation rate as compared to the all student group. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds for graduation rate for EL, LI, and FY students supported by educational research.

Goal 1 Action 11 Additional Instruction in Core Classes and College and Career Readiness: Research shows that providing additional support programs that target academic skills and individual determination influences school success including increases in graduation and college career readiness (College Spark Washington, 2006; NWEA 2015).

Goal 1 Action 13 Healthy Start Coordinator: Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework).

Goal 1 Action 15 Online Curriculum for Intervention and Credit Recovery: Students are more likely to drop out of school if they are deficient in credits at high school (Education Partnerships, Inc., n.d.). Credit recovery is a particularly effective strategy to prevent dropouts, especially for African American, Hispanic, and economically disadvantaged students and for increasing the likelihood of graduation (Viano, 2018).

Goal 1 Action 23 Counselors to Reduce Caseloads: Research tells us that high school students in schools with comprehensive school counseling programs are more academically successful, as measured by grade point averages (Journal of Counseling & Development).

Goal 1 Action 24 Guidance Instructional Specialist for At-Risk Students: Research shows that students who believe that the teachers and other adults in their school care about them as individuals are more likely to succeed academically and are more strongly connected to their school (Blum, 2005).

Goal 2 Action 12 Transition Counselors: Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help increase graduation rates (ESSA State Framework).

One of our goals for our EL, LI, and FY is to increase their sense of belonging, connectedness, and safety on their school campus. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to increase the sense of belonging, connectedness, and safety for EL, LI, and FY students supported by educational research.

Goal 1 Action 7 Specialized Services and Support for Migrant Ed.: Research finds that the presence of one or more caring, committed adults in a child's life increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013).

Goal 1 Action 17 Mentoring Services at Alternative Sites: Research shows positive mentoring programs at school sites promote improved school behavior and school connectedness (Gordon, Downey, and Bangert, 2013).

Goal 1 Action 18 Opportunity Classes at Intermediate Schools: Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school (ESSA State Framework, n.d.).

Goal 1 Action 22 Personnel for Student Services and School Attendance for Foster and Homeless Support : Research finds that the presence of one or more caring, committed adults in a child's life increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013).

Goal 1 Action 24 Guidance Instructional Specialist for At-Risk Students: Research shows that students who believe that the teachers and other adults in their school care about them as individuals are more likely to succeed academically and are more strongly connected to their school (Blum, 2005).

Goal 1 Action 27 Multi-tiered Systems of Support (MTSS): A positive school climate is the product of a school's attention to fostering safety, promoting supportive environments, and encouraging and maintaining respectful, trusting, and caring relationships (American Institutes for Research, 2021).

Goal 1 Action 30 Additional Mental Health Support Providers at High Schools: Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009).

Goal 1 Action 32 "Mental health problems arise at a young age and when left untreated they can really 'snowball' with time, leading to more difficulties later in life," (Hinton, 2018).

Goal 2 Action 3 Student Health Center: School based health centers have been shown to improve education outcomes, including academics and attendance. (Allison, M., Attisha, E., Lerner, M., Duncan, D. , Beers, N., Gibson, E., Kjolheded, Ch., O'Leary, S., Schumacher, H., and Weiss-Harrison, Ad., 2019).

Goal 2 Action 6 Oral and Written Translation Services: Research shows that providing translation services to parents, helps them feel connected and increases participation in the school (Bandura, 2009)

Goal 2 Action 10 Transition Teams Student Relations Liaisons and Instructional Assistants: Research shows positive mentoring programs at school sites promote improved school behavior and school connectedness (Gordon, Downey, and Bangert, 2013).

Goal 2 Action 11 Transition Learning Directors: Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework).

One of our goals for our EL, LI, and FY is to decrease their suspension rate as compared to all students. The specific needs, design, and desired outcome are outlined in each individual action within the LCAP. All actions are based on the considerations and unique needs of our EL, LI, and FY students. We believe that the below actions are the most effective use of the funds to decrease suspension rates for EL, LI, and FY students supported by educational research.

Goal 1 Action 18 Opportunity Classes at Intermediate Schools: Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school and reduces suspension (ESSA State Framework, n.d.). Collaborative for Academic, Social and Emotional Learning (CASEL)—an organization providing funding, information, training and research around Social and Emotional Learning—www.casel.org

Goal 1 Action 25 Comprehensive Youth Services; 9-12 Physical, Emotional, and Social Well-Being: Research posits that students who can manage their emotions do better in school (Prothero, 2019) and group counseling has been shown to improve attendance of students with high rates of absenteeism and reduces suspension (WebbLandman, 2012).

Goal 1 Action 26 Administrative Support for MTSS: Research shows that a Multi-Tiered Systems of Support (MTSS) because MTSS provides targeted support for academic, social, and emotional needs, providing access to increased opportunities for individualized attention.

Goal 1 Action 27 Multi-tiered Systems of Support (MTSS): A positive school climate is the product of a school's attention to fostering safety, promoting supportive environments, and encouraging and maintaining respectful, trusting, and caring relationships (American Institutes for Research, 2021).

Goal 1 Action 29 Behavior Consultation Team: Research shows that having qualified, supportive adults on campus who support school-based, social, and emotional learning programs yield positive effects on student behavior, while reducing conduct and internalizing problems (Durlak, et. al., 2011; Durlak, et. al., 2015).

Goal 1 Action 30 Additional Mental Health Support Providers at High Schools: Research shows that as many as 60% of students suffer from some type of childhood trauma (Finklehore, 2009).

Goal 1 Action 31 Lead Psychologists for Comprehensive Wellness Plan: Research indicates that there is a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our educational partners. These contributing actions are principally directed toward our unduplicated student population to help Clovis Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for educational partners when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis to increase their overall efficiency and effectiveness.

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

Our district has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of

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

- Goal 1 Action 14 ELD Teachers at Secondary Schools
- Goal 1 Action 20 EL Summer School
- Goal 2 Action 6 Oral and Written Translation Services

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

CUSD does not qualify for these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$490,245,068.00	\$92,088,984.00	\$14,118,054.00	\$43,531,024.00	\$639,983,130.00	\$532,902,543.00	\$107,080,587.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional and Operational Technology	All	\$13,913,613.00	\$190,350.00		\$429,273.00	\$14,533,236.00
1	1.2	Class Size Reduction	English Learners Foster Youth Low Income	\$1,738,839.00				\$1,738,839.00
1	1.3	Students with IEPs	Students with Disabilities	\$57,994,855.00	\$38,259,105.00	\$2,611,053.00	\$18,045,668.00	\$116,910,681.00
1	1.4	Additional Support for Students with Disabilities	All	\$1,767,991.00				\$1,767,991.00
1	1.5	Career Technical Education Courses	English Learners Foster Youth Low Income	\$7,503,415.00	\$3,623,358.00		\$391,797.00	\$11,518,570.00
1	1.6	Licensing to Provide Online College and Career Planning	English Learners Foster Youth Low Income	\$39,258.00				\$39,258.00
1	1.7	Specialized Services and Support for Migrant Ed.	English Learners	\$125,000.00				\$125,000.00
1	1.8	Supplemental Instructional Support for Sites	English Learners Foster Youth Low Income	\$2,527,476.00				\$2,527,476.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Intervention Summer Learning Academy	English Learners Foster Youth Low Income	\$857,343.00				\$857,343.00
1	1.10	Push-in TK-6 Teachers	English Learners Foster Youth Low Income	\$1,114,957.00				\$1,114,957.00
1	1.11	Additional Instructional Support for Core Classes and College & Career Readiness	English Learners Foster Youth Low Income	\$3,394,193.00				\$3,394,193.00
1	1.12	Secondary Intervention	English Learners Foster Youth Low Income	\$944,056.00				\$944,056.00
1	1.13	Healthy Start Coordinator	English Learners Foster Youth Low Income	\$101,109.00				\$101,109.00
1	1.14	ELD Teachers at Secondary Schools	English Learners	\$1,701,656.00				\$1,701,656.00
1	1.15	Online Curriculum for Intervention and Credit Recovery	English Learners Foster Youth Low Income	\$155,000.00				\$155,000.00
1	1.16	Increased Bus Routes	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.17	Mentoring Services at Alternative Sites	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.18	Opportunity Classes at Intermediate Schools	English Learners Foster Youth Low Income	\$768,841.00				\$768,841.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.19	Clovis Support and Intervention	English Learners Foster Youth Low Income	\$198,409.00				\$198,409.00
1	1.20	EL Summer School	English Learners	\$19,256.00				\$19,256.00
1	1.21	Additional Nursing Services	English Learners Foster Youth Low Income	\$774,952.00				\$774,952.00
1	1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	English Learners Foster Youth Low Income	\$1,105,893.00				\$1,105,893.00
1	1.23	Counselors to Reduce Caseload	English Learners Foster Youth Low Income	\$2,714,419.00				\$2,714,419.00
1	1.24	Guidance Instructional Specialist for At-Risk Students	English Learners Foster Youth Low Income	\$466,154.00				\$466,154.00
1	1.25	Comprehensive Youth Services	English Learners Foster Youth Low Income	\$869,224.00				\$869,224.00
1	1.26	Administrative Support for MTSS	English Learners Foster Youth Low Income	\$801,784.00				\$801,784.00
1	1.27	Multi-Tiered Systems of Support (MTSS)	English Learners Foster Youth Low Income	\$439,097.00				\$439,097.00
1	1.28	Computer-Based	English Learners Foster Youth	\$438,071.00				\$438,071.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Data Management System	Low Income					
1	1.29	Behavior Consultation Team	English Learners Foster Youth Low Income	\$1,396,541.00				\$1,396,541.00
1	1.30	Mental Health Support Providers	English Learners Foster Youth Low Income	\$773,750.00				\$773,750.00
1	1.31	Lead Psychologist for Comprehensive Wellness Project	English Learners Foster Youth Low Income	\$280,108.00				\$280,108.00
1	1.32	Elementary Social-Emotional Support	English Learners Foster Youth Low Income	\$694,692.00				\$694,692.00
2	2.1	Custodial and Grounds Services	All	\$31,889,608.00				\$31,889,608.00
2	2.2	Maintenance and Repair of School Facilities	All	\$17,514,845.00				\$17,514,845.00
2	2.3	Student Health Center	English Learners Foster Youth Low Income	\$648,695.00				\$648,695.00
2	2.4	Aligned Instructional Materials and Supplies	All		\$4,504,216.00			\$4,504,216.00
2	2.5	Supplemental Resources	English Learners Foster Youth Low Income	\$1,073,680.00				\$1,073,680.00
2	2.6	Oral and Written Translation Services	English Learners	\$15,000.00				\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Increased Access to Technology	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
2	2.8	VAPA Support	English Learners Foster Youth Low Income	\$865,999.00				\$865,999.00
2	2.9	Increase Connection Points to School	English Learners Foster Youth Low Income	\$570,000.00				\$570,000.00
2	2.10	Transition Team Student Relations Liaisons and Instructional Assistants	English Learners Foster Youth Low Income	\$3,364,633.00				\$3,364,633.00
2	2.11	Transition Directors	English Learners Foster Youth Low Income	\$1,027,107.00				\$1,027,107.00
2	2.12	Transition Counselors	English Learners Foster Youth Low Income	\$1,324,540.00				\$1,324,540.00
2	2.13	Transition Learning Directors	English Learners Foster Youth Low Income	\$1,342,349.00				\$1,342,349.00
2	2.14	Diverse Student Engagement and Support	English Learners Foster Youth Low Income	\$267,695.00				\$267,695.00
3	3.1	On-going Operating Costs	All	\$322,116,254.00	\$45,511,955.00	\$11,507,001.00	\$24,664,286.00	\$403,799,496.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	\$1,979,711.00				\$1,979,711.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$448,137,870	\$43,559,002	9.72%	0.22%	9.94%	\$45,047,902.00	0.00%	10.05 %	Total:	\$45,047,902.00
								LEA-wide Total:	\$22,595,319.00
								Limited Total:	\$1,735,912.00
								Schoolwide Total:	\$20,716,671.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,738,839.00	
1	1.5	Career Technical Education Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All comprehensive high schools	\$7,503,415.00	
1	1.6	Licensing to Provide Online College and Career Planning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools and Adult School	\$39,258.00	
1	1.7	Specialized Services and Support for Migrant Ed.	Yes	LEA-wide	English Learners	TK-12	\$125,000.00	
1	1.8	Supplemental Instructional Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	5-12	\$2,527,476.00	
1	1.9	Intervention Summer Learning Academy	Yes	LEA-wide	English Learners Foster Youth	5-12	\$857,343.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.10	Push-in TK-6 Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools TK-6	\$1,114,957.00	
1	1.11	Additional Instructional Support for Core Classes and College & Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All intermediate and high schools 7-12	\$3,394,193.00	
1	1.12	Secondary Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All intermediate and high schools 7-12	\$944,056.00	
1	1.13	Healthy Start Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Community Day and Gateway High School	\$101,109.00	
1	1.14	ELD Teachers at Secondary Schools	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$1,701,656.00	
1	1.15	Online Curriculum for Intervention and Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	2-12	\$155,000.00	
1	1.16	Increased Bus Routes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high schools 9-12	\$75,000.00	
1	1.17	Mentoring Services at Alternative Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alt. Ed schools 7-12	\$50,000.00	
1	1.18	Opportunity Classes at Intermediate Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All intermediate schools 7-8	\$768,841.00	
1	1.19	Clovis Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,409.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.20	EL Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners	TK-12	\$19,256.00	
1	1.21	Additional Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-6	\$774,952.00	
1	1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-12	\$1,105,893.00	
1	1.23	Counselors to Reduce Caseload	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high schools	\$2,714,419.00	
1	1.24	Guidance Instructional Specialist for At-Risk Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alta Sierra, Clark, Kastner, Reyburn, and Granite Ridge	\$466,154.00	
1	1.25	Comprehensive Youth Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$869,224.00	
1	1.26	Administrative Support for MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income		\$801,784.00	
1	1.27	Multi-Tiered Systems of Support (MTSS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$439,097.00	
1	1.28	Computer-Based Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$438,071.00	
1	1.29	Behavior Consultation Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,396,541.00	
1	1.30	Mental Health Support Providers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high schools	\$773,750.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.31	Lead Psychologist for Comprehensive Wellness Project	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-12	\$280,108.00	
1	1.32	Elementary Social-Emotional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	\$694,692.00	
2	2.3	Student Health Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$648,695.00	
2	2.5	Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,073,680.00	
2	2.6	Oral and Written Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
2	2.7	Increased Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
2	2.8	VAPA Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$865,999.00	
2	2.9	Increase Connection Points to School	Yes	LEA-wide	English Learners Foster Youth Low Income		\$570,000.00	
2	2.10	Transition Team Student Relations Liaisons and Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,364,633.00	
2	2.11	Transition Directors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,027,107.00	
2	2.12	Transition Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,324,540.00	
2	2.13	Transition Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,342,349.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Diverse Student Engagement and Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$267,695.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,979,711.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$662,948,390.00	\$651,680,266.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional and Operational Technology	No	\$20,683,606.00	\$20,050,783.00
1	1.2	Primary Class Size Reduction	Yes	\$2,146,503.00	\$1,653,566.00
1	1.3	Students with IEPs	No	\$101,898,102.00	\$109,988,793.00
1	1.4	Special Education Programs	Yes	\$1,767,991.00	\$1,767,991.00
1	1.5	Career Technical Education Courses	Yes	\$6,261,337.00	\$10,501,344.00
1	1.6	Licensing to Provide Online College and Career Planning	Yes	\$37,715.00	\$39,258.00
1	1.7	Specialized Services and Support for Migrant Ed.	Yes	\$125,000.00	\$125,000.00
1	1.8	Supplemental Instructional Support for Sites	Yes	\$2,527,476.00	\$2,527,476.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Intervention Summer Learning Academy	Yes	\$1,131,743.00	\$1,131,743.00
1	1.10	Push-in K-6 Teachers	Yes	\$1,247,763.00	\$1,070,551.00
1	1.11	Additional Instructional Support for Core Classes and College & Career Readiness	Yes	\$3,128,233.00	\$3,066,426.00
1	1.12	Secondary Intervention	Yes	\$1,169,565.00	\$811,989.00
1	1.13	Healthy Start Coordinator	Yes	\$93,376.00	\$94,422.00
1	1.14	ELD Teachers at Secondary Schools	Yes	\$1,411,265.00	\$1,691,832.00
1	1.15	Online Curriculum for Intervention and Credit Recovery	Yes	\$155,000.00	\$155,000.00
1	1.16	Increased Bus Routes	Yes	\$75,000.00	\$75,000.00
1	1.17	Mentoring Services at Alternative Sites	Yes	\$50,000.00	\$50,000.00
1	1.18	Opportunity Classes at Intermediate Schools	Yes	\$615,863.00	\$727,577.00
1	1.19	Clovis Support and Intervention	Yes	\$128,350.00	\$186,350.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.20	EL Summer School	Yes	\$18,264.00	\$18,264.00
1	1.21	Additional Nursing Services	Yes	\$732,741.00	\$727,790.00
1	1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	Yes	\$966,141.00	\$1,034,524.00
1	1.23	Counselors to Reduce Caseload	Yes	\$624,700.00	\$576,665.00
1	1.24	Guidance Instructional Specialist for At-Risk Students	Yes	\$420,281.00	\$432,927.00
1	1.25	Comprehensive Youth Services	Yes	\$719,386.00	\$719,386.00
1	1.26	Administrative Support for MTSS	Yes	\$750,156.00	\$753,656.00
1	1.27	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS)	Yes	\$111,107.00	\$468,255.00
1	1.28	Computer-Based Data Management System	Yes	\$371,309.00	\$383,757.00
1	1.29	Behavior Consultation Team	Yes	\$1,127,367.00	\$780,061.00
1	1.30	Mental Health Support Providers	Yes	\$744,311.00	\$695,618.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.31	Lead Psychologist for Comprehensive Wellness Project	Yes	\$265,358.00	\$267,439.00
2	2.1	Custodial and Grounds Services	No	\$7,066,490.00	\$30,968,721.00
2	2.2	Maintenance and Repair of School Facilities	No	\$17,952,720.00	\$19,860,735.00
2	2.3	Student Health Center	Yes	\$530,435.00	\$571,735.00
2	2.4	Aligned Instructional Materials and Supplies	No	\$4,504,216.00	\$6,596,205.00
2	2.5	Supplemental Resources	Yes	\$1,073,680.00	\$995,189.00
2	2.6	Oral and Written Translation Services	Yes	\$15,965.00	\$15,965.00
2	2.7	Increased Access to Technology	Yes	\$1,050,000.00	\$1,000,000.00
2	2.8	VAPA Equipment	Yes	\$331,000.00	\$359,782.00
2	2.9	Increase Connection Points to School	Yes	\$570,000.00	\$570,000.00
2	2.10	Transition Team Student Relations Liaisons and Instructional Assistants	Yes	\$2,527,672.00	\$2,911,820.00
2	2.11	Transition Directors	Yes	\$1,128,222.00	\$976,790.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Transition Counselors	Yes	\$2,033,421.00	\$2,096,107.00
2	2.13	Transition Learning Directors	Yes	\$1,252,248.00	\$1,253,509.00
2	2.14	Professional Development for Diversity	Yes	\$549,821.00	\$549,821.00
3	3.1	On-going Operating Costs	No	\$468,500,034.00	\$418,038,608.00
3	3.2	Content Standards and AVID Professional Development	Yes	\$2,357,457.00	\$2,341,836.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$40,628,940	\$39,808,150.00	\$39,722,856.00	\$85,294.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Primary Class Size Reduction	Yes	\$2,146,503.00	\$1,653,566.00		
1	1.4	Special Education Programs	Yes	\$1,767,991.00	\$1,767,991.00		
1	1.5	Career Technical Education Courses	Yes	\$3,726,265.00	\$4,047,779.00		
1	1.6	Licensing to Provide Online College and Career Planning	Yes	\$37,715.00	\$39,258.00		
1	1.7	Specialized Services and Support for Migrant Ed.	Yes	\$125,000.00	\$125,000.00		
1	1.8	Supplemental Instructional Support for Sites	Yes	\$2,527,476.00	\$2,527,476.00		
1	1.9	Intervention Summer Learning Academy	Yes	\$1,131,743.00	\$1,131,743.00		
1	1.10	Push-in K-6 Teachers	Yes	\$1,247,763.00	\$1,070,551.00		
1	1.11	Additional Instructional Support for Core Classes and College & Career Readiness	Yes	\$3,128,233.00	\$3,066,426.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Secondary Intervention	Yes	\$1,169,565.00	\$811,989.00		
1	1.13	Healthy Start Coordinator	Yes	\$93,376.00	\$94,422.00		
1	1.14	ELD Teachers at Secondary Schools	Yes	\$1,411,265.00	\$1,691,832.00		
1	1.15	Online Curriculum for Intervention and Credit Recovery	Yes	\$155,000.00	\$155,000.00		
1	1.16	Increased Bus Routes	Yes	\$75,000.00	\$75,000.00		
1	1.17	Mentoring Services at Alternative Sites	Yes	\$50,000.00	\$50,000.00		
1	1.18	Opportunity Classes at Intermediate Schools	Yes	\$615,863.00	\$727,577.00		
1	1.19	Clovis Support and Intervention	Yes	\$128,350.00	\$186,350.00		
1	1.20	EL Summer School	Yes	\$18,264.00	\$18,264.00		
1	1.21	Additional Nursing Services	Yes	\$732,741.00	\$727,790.00		
1	1.22	Personnel for Student Services and School Attendance for Foster and Homeless Support	Yes	\$966,141.00	\$1,034,524.00		
1	1.23	Counselors to Reduce Caseload	Yes	\$624,700.00	\$576,665.00		
1	1.24	Guidance Instructional Specialist for At-Risk Students	Yes	\$420,281.00	\$432,927.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.25	Comprehensive Youth Services	Yes	\$719,386.00	\$719,386.00		
1	1.26	Administrative Support for MTSS	Yes	\$750,156.00	\$753,656.00		
1	1.27	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Intervention and Supports (PBIS)	Yes	\$111,107.00	\$468,255.00		
1	1.28	Computer-Based Data Management System	Yes	\$371,309.00	\$383,757.00		
1	1.29	Behavior Consultation Team	Yes	\$1,127,367.00	\$780,061.00		
1	1.30	Mental Health Support Providers	Yes	\$744,311.00	\$695,618.00		
1	1.31	Lead Psychologist for Comprehensive Wellness Project	Yes	\$265,358.00	\$267,439.00		
2	2.3	Student Health Center	Yes	\$530,435.00	\$571,735.00		
2	2.5	Supplemental Resources	Yes	\$1,073,680.00	\$995,189.00		
2	2.6	Oral and Written Translation Services	Yes	\$15,965.00	\$15,965.00		
2	2.7	Increased Access to Technology	Yes	\$1,050,000.00	\$1,000,000.00		
2	2.8	VAPA Equipment	Yes	\$331,000.00	\$359,782.00		
2	2.9	Increase Connection Points to School	Yes	\$570,000.00	\$570,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Transition Team Student Relations Liaisons and Instructional Assistants	Yes	\$2,527,672.00	\$2,911,820.00		
2	2.11	Transition Directors	Yes	\$1,128,222.00	\$976,790.00		
2	2.12	Transition Counselors	Yes	\$2,033,421.00	\$2,096,107.00		
2	2.13	Transition Learning Directors	Yes	\$1,252,248.00	\$1,253,509.00		
2	2.14	Professional Development for Diversity	Yes	\$549,821.00	\$549,821.00		
3	3.2	Content Standards and AVID Professional Development	Yes	\$2,357,457.00	\$2,341,836.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$421,112,552	\$40,628,940	0	9.65%	\$39,722,856.00	0.00%	9.43%	\$906,084.00	0.22%

Instructions

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[Engaging Educational Partners](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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