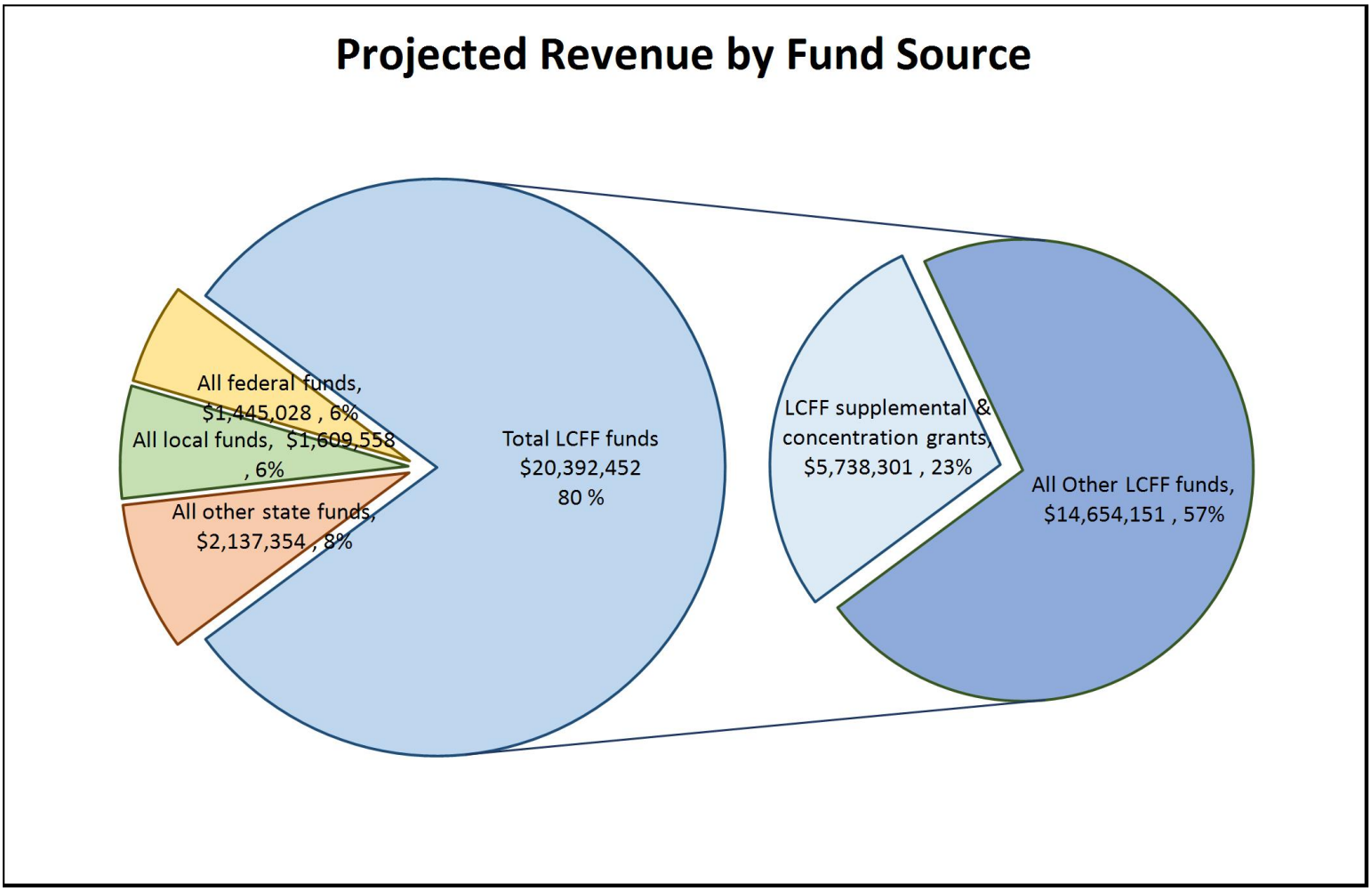
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caruthers Unified School District
CDS Code: 10-75598
School Year: 2022-23
LEA contact information:
Marla Enmark
Assistant Superintendent
menmark@caruthers.k12.ca.us
559-495-7810

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 2022-23 School Year



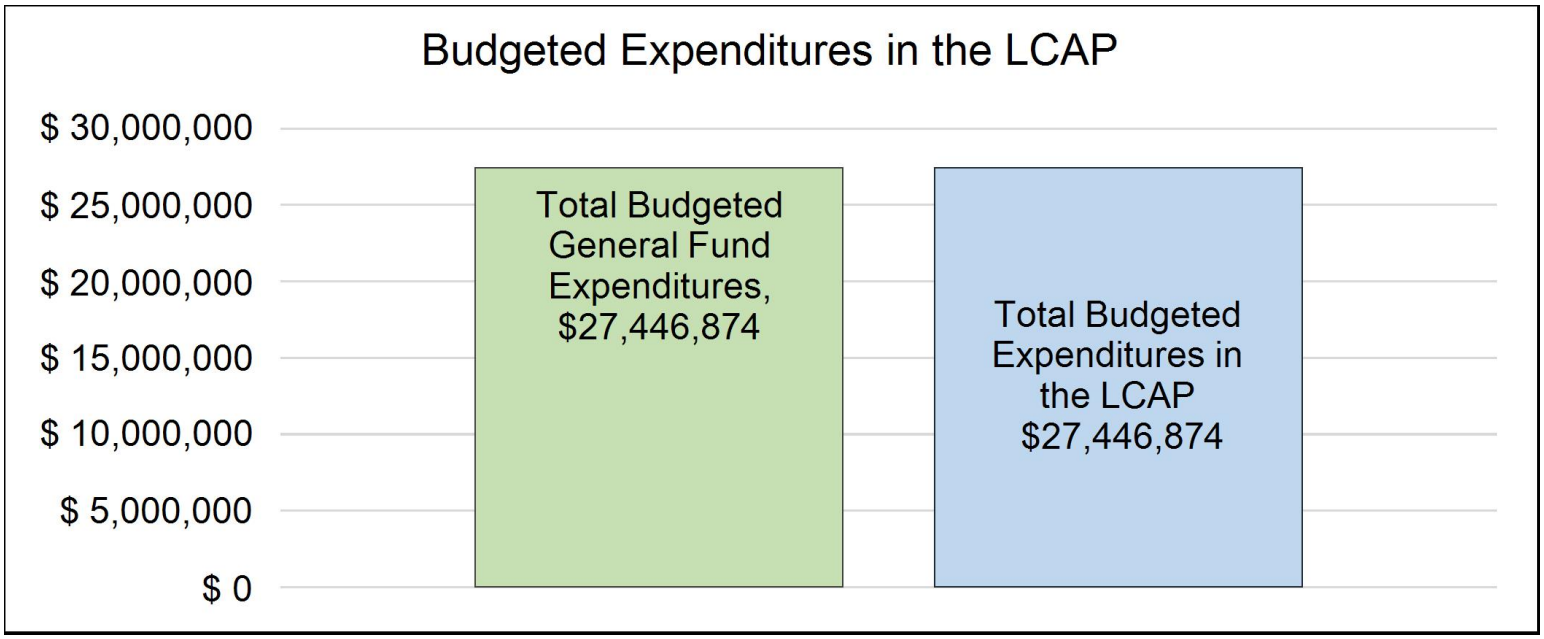
This chart shows the total general purpose revenue Caruthers Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Caruthers Unified School District is $25,584,392.18, of which $20,392,452.00 is Local Control Funding Formula (LCFF), $2,137,354.00 is

other state funds, $1,609,558.25 is local funds, and $1,445,027.93 is federal funds. Of the $20,392,452.00 in LCFF Funds, $5,738,301.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Caruthers Unified School District plans to spend for 2022-23. 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: Caruthers Unified School District plans to spend $27,446,873.51 for the 2022-23 school year. Of that amount, $27,446,873.51 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

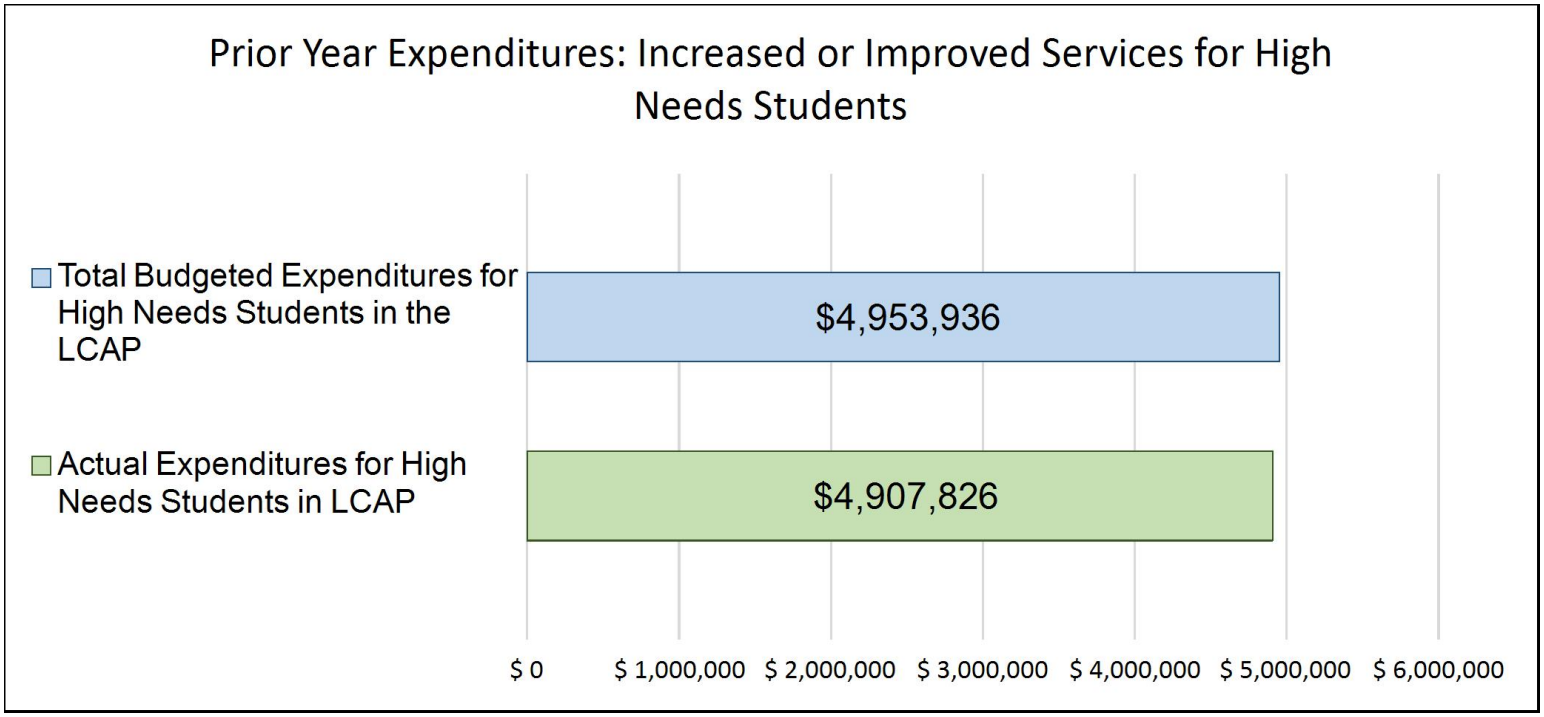
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Caruthers Unified School District is projecting it will receive $5,738,301.00 based on the enrollment of foster youth, English learner, and low-income students. Caruthers Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Caruthers Unified School District plans to spend $6,329,654.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Caruthers 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 Caruthers 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 2021-22, Caruthers Unified School District's LCAP budgeted $4,953,936 for planned actions to increase or improve services for high needs students. Caruthers Unified School District actually spent $4,907,826 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-46,110 had the following impact on Caruthers Unified School District's ability to increase or improve services for high needs students:

The carryover of funds that had been budgeted to provide increased services for Low-Income students, English Learners, and/or Foster youth were caused by a variety of reasons enumerated in the "Goal Analysis" section under each goal: unfilled and/or delayed vendor contracts; the 15% Concentration Grant not budgeted in the original LCAP plan; and the use of COVID relief funds before using LCFF funds to pay all or part of contributing actions. Since we were unable to spend those funds, the following impacts were felt on those high-needs students:

Hiring sufficient substitute teachers to provide teacher release time was a challenge, so we were not able to provide the extent of "Professional Development for Staff" as originally planned in for teachers during the school year. It also limited the social and emotional learning (SEL) professional learning we were able to provide. This challenge extended to professional development for English learner supports for designated and integrated instruction. Since we were unable to confidently secure substitute teachers, and so refrained from contracting for

as much professional development as planned, students did not benefit from new, evidence-based instructional strategies, strategies for enhanced designated and integrated ELD, or from SEL practices to the degree planned. This also impacted the planned professional learning that was to be part of "Students with Exceptional Needs" (Action 1.7).

Our transportation services provider faced challenges in hiring and securing sub drivers, so we were not able to implement the expanded bus stops to 61. This resulted in those Low-Income students who have a longer walk to school continuing to do so. This may have impacted our attendance rate, which declined from the baseline year.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Enmark, Assistant Superintendent	menmark@caruthers.k12.ca.us 559.495.6402

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Caruthers Unified School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged partners throughout the 2020-21 school year to discuss providing instructional supports and interventions low-income, English learners, Foster Youth, and struggling students.

Students and parents were asked to complete online surveys in September 7-11, 2020 and Spring, 2021, regarding what the District was doing well to provide support services to pupils and families, and what might be improved. Formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Groups were asked to provide input regarding interventions and supports, including extended learning opportunities.

Additionally, District Administration/Principals, the Classified Bargaining Unit including all Classified Staff, the Certificated Bargaining Unit including teachers, Community Educational Partners, the District Parent Advisory Committee (PAC), and the District English Learner Advisory Committee (DELAC) were consulted both in-person and online in Spring and Fall of 2021, to gather perspectives and insights of each group in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs and identify additional staffing to support the academic and emotional health needs of our students.

All materials, surveys, communications, and presentations were provided in English and Spanish. Translation was provided orally at DELAC and ELAC meetings.

A community input period was held October 4-18, 2021, and Individuals or advocates representing the interests of low-income students,

students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on proposed actions.

The Public Comment periods ran from May 19-26, and from October 4-18, 2021. The Fresno ACLU Chapter and the Education and Leadership Foundation were offered an opportunity to provide feedback.

As a result of this consistent practice, educational partners identified the following staffing needs to provide increased or improved services to our low-income, English Learner, Foster Youth, and homeless students:

- English Learners or academically challenged students were specifically mentioned for more support, including small group and one-on-one.
- Educational partners identified a need for more counseling and teacher outreach to support students' well-being.
- Additional teaching staff to provide intervention and support.

Caruthers Unified will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

1. School sites that have an enrollment of unduplicated student groups greater than 55% are: Caruthers High (91.8%), Caruthers Elementary (91.0%), and MARC High (92.9%).

2. All schools in the District have over 55% unduplicated students enrollment. The methodology we used for determining sites that have the greatest need for additional staffing was to examine the percentages of unduplicated pupils at each school, to examine state and local data, to consider suggestions from our educational partners, and to consider the circumstances (schedules, grade spans, etc.), at each school.

3. Based on suggestions from its educational partners the District added teachers and increased paraprofessional support at Caruthers High and Caruthers Elementary using supplemental and concentration funds. The grant add-on funds will enable the District to add an LVN staff position who provide direct services to students throughout the District in addressing students' physical health and prevention of the spread of COVID, and by supporting emotional health concerns by establishing positive student-adult relationships.

4. The direct increased/improved services that the additional position will provide to students include:

The district will address disparities in suspension and chronic absenteeism rates between all students and some unduplicated student groups by providing behavior and mental health supports through building positive relationships between on-campus adults and the students with whom they work. Principally intended to support high needs students and students with exceptional needs, these services will build a more positive school climate that helps students feel safe and connected to school. To help ensure the best conditions for teaching and learning, health must be a top priority. The pandemic has accentuated the link between health and learning, especially among groups in which inequities of access to care exist. Unduplicated students, particularly low-income students, are four times more likely to be absent than others often for reasons beyond their control, including a lack of access to health care. Additionally, absences result in less instructional time and adversely affect student learning. These factors can also contribute to higher suspension rates and behavior problems. We expect the addition of the LVN position to improve attendance rates, lower chronic absenteeism, and increase feelings of safety and school connectedness for our low-income students and Foster Youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Caruthers Unified School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged partners throughout the 2020-21 school year to gather perspectives and insights of each group in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs and identify additional staffing to support the academic and emotional health needs of our students.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan https://www.caruthers.k12.ca.us (pgs. 3-7)
- Expanded Learning Opportunities Grant Plan https://www.caruthers.k12.ca.us (pgs. 1-2)
- Local Control and Accountability Plan https://www.caruthers.k12.ca.us (pgs. 7-9)
- ESSER III Expenditure Plan https://www.caruthers.k12.ca.us (pgs. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and safety of students, educators, and other staff

- Successes: The District has adopted policies including, but not limited to, the following: mask wearing, modification of facilities where appropriate, hand washing and respiratory etiquette, maintaining clean facilities, improved ventilation, contact tracing with isolation and quarantine, collaboration with various health departments, diagnostic and screening testing, efforts to provide vaccinations, accommodations for children with disabilities, and coordination with health officials. Those policies have been successfully implemented throughout the District. Students and staff members have been provided with sufficient PPE, and rapid testing and follow-up have been made promptly when there has been a possibility of exposure. Administrators communicate regularly with county health officials and other districts within Fresno County. Important information is immediately shared with families and other educational partners, as appropriate.

- Challenges: The policies cited above have been reviewed and revised when the pandemic appeared to be abating, and again with the wave of the Omicron variant. Adopting and implementing policies since the beginning of the Omicron wave have been challenging due to the rapidly changing guidance from the CDC and the unexpected speed and pervasiveness of the variant's infectiousness.

Continuity of services

- Successes: Caruthers USD has provided services to all students that include academic supports, social, emotional, mental health, student health and food services to ensure students grow both academically and emotionally. Supports have included social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. The Student Service Department provides a wide variety of resources to help families with their social emotional needs. Parents can access Student Support Specialists by calling the Student Support Services Department. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine. Students with disabilities and English learners continue to be prioritized with supports for each individual learner. District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly.

- Challenges: While the District is proud that it has maintained the above continuity of services, we have not been able to implement to the expected degree due to illnesses related to the pandemic, and to the lack of available certificated and support staff. Finding subs and filling open positions has been and remains a challenge, and has resulted in administrators, academic coaches, and support staff often working outside their regular duties to ensure that basic instructional and support services are maintained.

Implementation of the ESSER III Expenditure Plan

- - Implementation of the ESSER III Expenditure Plan had not begun at the time of this report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan

- Caruthers Unified School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing and providing PPE Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers for staff and children who can safely use hand sanitizer. Caruthers USD has ensured that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition. Fiscal resources have been directed to hiring and sustaining maintenance staff and support staff to maintain safe facilities, to modify of facilities where appropriate, to maintain improved ventilation, and to clean frequently touched surfaces by disinfecting common area high-touch surfaces once a day, ensuring surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals and that classrooms and offices are cleaned and disinfected once a day to sufficiently remove potential virus that may be on surfaces. Additional resources go to support and administrative staff to provide contact tracing with isolation and quarantine, to conduct diagnostic and screening testing and support efforts to provide vaccinations, to provide accommodations for children with disabilities, and administrators' time to coordinate with health officials.

The District has maintained staff to provide behavior intervention and support, focused on providing services to high-needs students in grades TK-12 impacted by the pandemic, their parents, and the staff who work with them. Budgeted expenditures also training and support to teachers to scaffold instruction to support learning recovery of missed standards, concepts, and skills. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine.

- The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the health and social-emotional services that are part of Goal 2 in the LCAP, and the independent study model to provide continuity of instruction and academic services described in the LCAP Goal 1.

ESSER III Expenditure Plan

- Implementation of the ESSER III Expenditure Plan had not begun at the time of this report. When it is begun, the implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the health and social-emotional services and safe facilities that are part of Goal 2 in the LCAP, and the academic support services described in the LCAP Goal 1.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Enmark Assistant Superintendent	menmark@caruthers.k12.ca.us 559-495-7810

Plan Summary [2022-23]

General Information

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

Caruthers Unified is located in the central San Joaquin Valley, approximately 15 miles south of Fresno. The District covers a large rural area (120 square miles) of approximately 2,500 residents, including the two small unincorporated communities of Caruthers and Raisin City. An additional 4,800 people live in the area surrounding Caruthers. The goals of the Caruthers Unified School District are to:

1. Promote academic achievement for all students, including low-income, EL and foster youth students.
2. Maintain Safe and Healthy Schools with Positive Climates
3. Guide and Prepare Students for Post-Secondary Opportunities

The Caruthers Unified School District is comprised of 1569 students. Caruthers Unified is committed to promoting academic achievement for all students, including low-income, English Learners, and foster youth students. The educational programs start at our Family Services Center, which houses our Pre-School, Caruthers Elementary, Caruthers High School as well as MARC High School which is our continuation high school and adult school.

Of our 1,569 students, 86.3% of them are low-income (LI) and qualify for free and reduced lunch, 28.7% are designated as English Learner students, and 7.7% are students with disabilities. Less than 1% are Foster Youth, and 1.3% are homeless. Students in Caruthers benefit from the support they receive in a small community and are given the opportunity to participate in a variety of extracurricular programs involving athletics, community service and the arts. The Caruthers community has taken huge steps in the support of our district.

In the past eight years the Caruthers community has passed two school bond measures: Measure C for Caruthers High School, and more recently Measure V for Caruthers Elementary. Both bond measures are the first in the history of the school district. CUSD students are also prepared to move on for future study. Over the past six years over 43% of Caruthers High School graduates have been eligible to attend a four-year college or university.

Reflections: Successes

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

Caruthers Unified continues to be successful in promoting collaboration with administration and teacher leadership teams, in communicating with their colleagues the direction and goals for our students, and in increasing focused instructional time.

The district provides instructional support for new teachers through a mentorship program to help them better meet the needs of low income and EL pupils and we are pleased with its success. Technology training and professional learning support for all staff that was provided to support the switch to distance learning has resulted in more effective use of technology to support classroom instruction..

Administrators also collaborate with ELD teachers and ELD leadership teams to improve and accelerate language acquisition as they continue implementation of the District's English Learner Master Plan aligned with the state's EL Roadmap.

Forums for parents to discuss and collaborate on expectations for our students have continued via parent committees and organizations, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and the District's Parent Advisory Council (PAC).

Instructional support is provided for Low-Income students, English Learner students, and Foster Youth focused on primary grades on early literacy skills, language development, math and intervention through small class size (4th -12th grades), and an RtI program for reading or math supported by a credentialed teacher. Students are met with daily for strategic instructional support and thereby increasing academic achievement for unduplicated students.

The iReady program to support students through intervention and allow students to succeed academically is fully implemented and provides useful data for instructional decisions at the classroom, school, and District levels. The Response to Intervention aspect of the program is increasing annually .

For the Early Assessment Program (EAP) students scoring "Ready" metric, the most recent data for comparison purposes is from 2020-21. The results shown are compared to the baseline year of 2018-19, because the SBAC was not administered during the 2019-20 school year. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results." Less than half of the eligible 11th grade students at CHS took the 2021 assessment, so the results cannot be considered conclusive, and are meant to use as an additional data point for future planning:

2019 ELA	2021 ELA	Change	2019 Math	2021 Math	Change
Overall	15.3%	21.4%	+6.1	3.2%	8.3%	+5.1

Low Income	14.2%	19.1%.	+4.9	3.0%	1.6%	-1.4
Hispanic	13.7%	18.6%	+4.9	2.4%	0%	-2.4

The high school math teacher has been an excellent addition to the staff to provide support to struggling students, as have the social sciences and English teachers who were added to reduce class sizes and increase supports for unduplicated students in completing curricular graduation requirements, and to allow an additional advisory period for English Learners.

The District continues to maintain and upgraded facilities and provide a number of programs and activities to enhance the core curriculum and instruction in order to engage unduplicated students to become active participants in the school community. Students are served by various clubs and programs that made them feel safer and develop positive character, while at school. Students participate and or had access to Junior Doctor's and Doctor's Academy, athletics, Summer Bridge, and after school programs.

The suspension rate continues to decrease since the baseline year, with the most significant decrease being that of Students with Disabilities. It must be noted that the very low rates are likely due, in part, to the pandemic and students being out-of-school for long stretches of time during 2020 and 2021.

In the 2022 school year, the District met, or almost met, its 2023-24 desired outcomes for students to have an explicit post-graduation plan. The projections were for each group to reach 90%, and the 2022 results are: All students -- 96%, Hispanic -- 92%, Low-Income -- 89%.

Educational partners were pleased with the sanitation and safety measures implemented .

Providing access to devices and connectivity to the internet continues to be one of the District's successes. Every student has access to a device and, if needed, access to a hotspot for internet connectivity. The District consistently has reached out to families to ensure that students' technological needs are met. The level of tech support has been praised by staff and parents alike and resulted in the multifold improvements in teachers' comfort with technology that are described below.

The plan that follows will build on our prior successes by continuing those actions that have contributed to the general success, adapting them as necessary to address the needs identified in the section below. We will also incorporate additional actions identified through educational partners' input and/or a review of the data that will address students' academic and social-emotional needs as a result of the COVID-19 pandemic.

Reflections: Identified Need

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

The District continues to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP, are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

Implementation of utilizing the data systems and analyzing data from supplemental materials with a more systematic approach in analyzing data to assess the effectiveness of various supplemental programs remains a work-in-progress as staffs have not had the anticipated planning time due to a lack of subs to allow teacher release time.

Though it is a "lagging" indicator, state Smarter Balanced assessment results from 2021 show declines in students' performance in both ELA and Math, which was our expectation based on research conducted during the pandemic. After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standard due to the disruptions in instruction and traumatic experiences of the pandemic. Taking the test was not mandatory, and 87% of the eligible students in our district chose to do so. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for all groups, with the exception of Students with Disabilities (SWD), in both ELA and math. Losses were disproportionately greater for LI and EL students in math and ELA.

Though overall results were higher, the EAP data cited in the above section indicate that the effects of the pandemic disproportionately affected Low-Income students and Hispanic students in math and that significant gaps between those groups and our overall student performance in math may have been exacerbated by the impacts of school closures and distance learning.

Teachers will continue to use iReady diagnostic assessments to identify strengths and areas of growth in English language arts and mathematics, with the addition of grades 9-12. Other assessments, oral and written, administered by teachers will be combined with the iReady to identify skills and knowledge to be addressed. Expert teacher recommendation will also be strongly considered. Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions. Preliminary examination of results confirm that the learning loss has occurred disproportionately for English Learners (EL), and for Low-Income (LI) students in math. Both EL and LI student groups lag behind other student groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction. We will also examine what might have been done differently or in addition for SWD to identify and provide similar interventions for other unduplicated student groups.

A-G completion rates and AP exam pass rates were lower than District expectations for 2021 and declined from 2020. It is difficult to ascertain what impact the pandemic had on these rates, but we believe it was significant because of evidence that students were less engaged through distance learning and school closures.

English Learners continue to lag significantly behind their graduating peers in the Dashboard College and Career indicator readiness measures.

The most recent graduation rate data shown below reflect declines that are seen across the County. The District remains committed to raising graduation rates for all groups, closing gaps in grad rates, and achieving an overall rate above 95%. x

The District will address gaps in A-G completion rates, A.P.exam pass rates, College and Career readiness, and graduation rates by a multi-pronged approach, including increased access to counseling services at the high school, increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income and EL pupils, and monitoring of students' progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation. Goal 3 in the LCAP demonstrates the District's commitment to having all of our students graduate from high school with a plan for post-secondary success.

While the dropout rate reflects the small size of the cohort, the District is committed to all students completing high school.

Our most recent data on Chronic Absenteeism is from the height of the pandemic, and showed increases as many students found it difficult to sustain interest in school when they were not able to attend class in-person and felt an increasing disconnection from school. Feelings of disconnection from school as a result of trauma and disruption caused by the pandemic appear to manifest themselves in the student survey responses regarding feelings of school safety and connection, which declined for a second year.

We will continue to address dropout rates, Chronic Absenteeism, and feelings of disconnection and lack of school safety by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including continued, significant increases in the budgets for those services and social-emotional learning (SEL). These services will include hiring and/or retaining

staff to provide behavior intervention and support, focused on providing services to Low-Income students, English Learners, and Foster Youth in grades TK-12 impacted by the pandemic, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning, and; providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

LCAP Highlights

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

The following features continue to be priorities for the District:

- District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhances the available strategies that teachers have to promote learning for high needs students and students with exceptional needs.
- A Reading Lab that will support accelerated reading improvement for low-income students, English Learners, students with exceptional needs, Foster Youth, and homeless students.
- Collaborate with preschool to support the successful transition of those pupils to elementary school.
- Supplemental materials and access to technology that will provide students with exceptional needs fuller access to the core curriculum.
- Extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12.
- Continued implementation of its English Learner Master Plan aligned with the English Learner Roadmap, including practices that will more closely monitor the progress of EL students and RFEP students.
- Sufficient clean, safe classroom spaces and additional staff to maintain reduced class sizes in 4th – 12th grades.
- Family Liaisons to help actively engage parents and families in their children's learning.

- Staff to provide behavior intervention and support, focused on providing services to students impacted by the pandemic, their parents, and the staff who work with them. Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.
- Increased access to counseling services and supports to monitor students' progress and increase the number of students that are poised for post-secondary success.
- Expanded access to recreation spaces.

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 District has no schools identified for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The 2021-24 Local Control and Accountability Plan (LCAP) Goals and Actions are the result of a collaboration between the community and the District. Since the beginning of the pandemic, the District has an ongoing practice of engaging educational partners throughout the school year to discuss providing instructional supports and interventions. That process continued into the 2021-22 school year.

The District Superintendent, site administrators, and school liaisons reached out to families to encourage participation. Caruthers Unified School District regularly holds meetings with educational partners to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners. Educational partners are presented with current goals, actions, expenditures, and data, and invited to ask questions, suggest changes, or confirm the direction of the District's efforts to implement initiatives that are broadly understood and supported.

The engagement process for our educational partners that began with the initial development of this plan was continued during the Fall and Spring of the 2021-22 school year, including the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC). All meetings were accessible to anyone wishing to participate. The District's proposed goals and actions to provide a comprehensive instructional program for all of our students, with increased or improved services to support our neediest students, was a primary topic at all meetings. A Spanish translator was available at all parent and community meetings.

Outreach to educational partners included meetings and surveys. Those surveyed included certificated and classified staffs, students, and parents. The following formal meetings and consultations were conducted to gather comments and suggestions regarding the Goals, Actions/Services, Outcomes, and Evaluation of the District's Plan in considering changes for 2022-23:

- District Administration/Principals Meeting – Ongoing through the school year.
- Classified Bargaining Unit including all Classified Staff Educational Partners Input Meeting -- March 30, 2002.
- Certificated Bargaining Unit including Teacher Educational Partners Input Meeting -- March 30, 2022.
- Community Educational Partners Input Meeting – Surveyed March 2022, met April 4, 2022.
- Student Input Meeting – Surveyed March 2022, met with students on March 21, 2022.
- SELPA Consultation -- The District consulted with the SELPA through attendance at its monthly Operations Committee meetings and individual consultation with staff. Student records for the students receiving services from FCSS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and discussions with committee members, the District's Student Services team ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. The support needs for students with disabilities will be part of planning for this plan.
- Parent Advisory Committee (PAC) Input on LCAP Draft -- April 4, 2022.
- District English Learner Advisory Committee (DELAC) Input on LCAP – April 4, 2022.

During educational partner input meetings with the PAC and DELAC committees, no questions were submitted that would require a written response from the District Superintendent.

The Public Comment period ran from May 18 - 27, 2022. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration. The public hearing of the plan was held on May 23, 2022.

The LCAP that was submitted for Caruthers USD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.

The Plan was approved at the Board meeting of June 27, 2022. Subsequently, the Board also approved the District Budget at this meeting. The Local Indicator Report was also presented.

The approved plan was submitted to the Fresno County Superintendent of Schools on June 28, 2022.

A summary of the feedback provided by specific educational partners.

2021 Students:
Several students suggested that personal attention was important.

2021 Parents:
A key result of the parents' feedback, from early on, was the need to provide students with social-emotional supports. Two-thirds identified hot spots and/or internet access as an improvement area for their child's needs, pointing out students might lag behind or become frustrated due to connectivity issues as an increasing amount of instruction and support become internet-based. In its consultations with the District, DELAC parents expressed gratitude for the increased access to technology and how the district has helped them to troubleshoot, change and exchange hot spots and teaching the students' technology. They hoped those services continue into the future. One parent stated that "this year our students may fall behind in some of their studies, but they will learn a great deal about technology, and this will only help them in the future. We are very happy about this." The PAC echoes the appreciation for the District's efforts to provide working technology and connectivity, and the hope that this will continue. English Learners or academically challenged were specifically mentioned for more support, including small group and one-on-one. Another frequently mentioned need was for more counseling and teacher outreach to support students' well-being; some parents were unaware that the District provides services to support mental health and social-emotional well-being, and how those services might be accessed. Teaching students coping strategies to deal with the difficult situation was something counselors might be able to do. DELAC parents were very happy with the increased Spanish speaking communication that is happening with the schools. It might be actual calls, through parent apps and or emails. They also discussed that staying in communication with their children's teacher is their responsibility as parents, not just the teacher's. Positive remarks were also made regarding the improved ease of communicating between the District and Spanish-speaking parents.

2021 Staff:

These educational partners expressed strong concerns about the number of students, especially at the secondary level, who appear to be disengaged from school, or significantly less engaged than prior to distance and hybrid learning. In several cases, students needed to "relearn" how to interact appropriately in classrooms when returning full time.

2022 Students

Students' concerns appeared to be more focused on three areas: behavior, extra academic supports, and preparation for post-secondary success.
Several responded that bullying should be addressed, possibly with a therapist to help mediate problems and to get students to talk with each other. Students were also concerned about vaping in the bathrooms, and asked for the problem to be addressed.
Students were appreciative of smaller class sizes, and that small class sizes have helped with better connections with teachers. One-on-one support was still noted as needed to help students succeed. Also mentioned was that teachers need to make sure to teach with all learners in mind; find out how your students learn so they can teach better and students learn more. In that vein, some students suggested that the high school start a student-led, peer-tutoring program not feel comfortable to go to tutoring with the teacher. Students with exceptional needs who responded were impressed with SPED Department and think they are doing a great job, with helpful program that include the Coffee Shop and sports that help them feel connected and important at school. Kudos were given for the Doctor's Academy (DA) program, because it has given students a lot of direction and connectedness to school and their future, and hope it continue as a model for all the students to feel this way. Respondents also noted that students like being recognized for honor roll.
Students expressed several ideas around the theme of post-secondary preparation: An emphasis on roles or path for high school and beyond, possibly creating cohort groups that stay with same advisory teacher all four years to feel connected to help for students to establish a path for after high school and great bond to teacher and students in class. In that vein, another suggestion was for teachers to be "assigned" so they can get to know the students well and can write letters of recommendation for college applications. Some students felt that all students should be able to be A-G compliant and then decide if they want to go to college, etc. They asked that college field trips continue, as they are important and have really helped in showing the path to college is available. Finally, regarding post-secondary preparation, another suggestions was to provide more AP prep test books, an SAT prep course, and increased counseling services. Students also mentioned the addition of an ASL course because they have read there is a shortage of experts to sign for meetings and events.
Additionally, less than 33% of students, overall, who responded to surveys were satisfied with the conditions of their school grounds. For Low-Income students, the percentage satisfied was 23%. Additionally, among Low-Income respondents, only 60% felt connected to school, according to the District's Student Survey. The percentage for English Learners was 55%.

2022 Staff:
Support for English Learners was a theme among the staff respondents, with the suggestions that the District increase in salary schedule to get EL aides for the high school, and make those full time EL aide positions to retain them. Additionally, more support for teachers to further support EL students, including increased EL resources in the classroom for students to use for additional support, such as translating apps.
Another theme among staff echoed the students' ideas to enhance college and career readiness. Teachers suggested start students' exposure to college readiness in their Freshman year, rather than advisors starting to have those discussions with students in their Junior or

Senior year when it may be too late to create a plan for post-secondary preparation. They also suggested broadening the Doctor's Academy, as it gives early insights to students and helps making career decisions.
The third theme among staff was issues with how to motivate students are becoming more challenging. Training was requested , and that whatever training is provided, to include classified staff in training. Under that umbrella of motivation, professional development on dealing with pervasive social media was requested.

2022 Parents:
More than any other theme was the expression from parents that the District and schools are doing a great job and to continue on the path established in the current plan.
Support for English Learners was also a theme among parents who provided input. They suggested more teachers for the elementary school to support English Learners, and to look to schools whose students have been more successful in acquiring English language skills for methods CUSD might adopt. A third idea was to provide resources for English Learner families, including more explanation for families on ELD and the EL program so they can stress the importance of study to their children at home.
Parents were pleased with the safety and climate measures undertaken at Caruthers Elementary: the gated campus with adults always watching the students after school makes their children feel valued and safe. However, there were some who raised concerns about bullying and inappropriate comments on the schoolyard, suggesting that yard duty teachers to pay closer attention to what the students do while on yard.
It is evident that our educational partners feel it's important to focus on providing opportunities for our students to engage in play and exercise in school to maintain healthy lifestyles and maximize their potential. In the District's most recent survey, "Healthy Lifestyle" was selected as an area of focus by almost one-half of parents who responded.
A final theme was regarding after-school programs, and the need for those to be increased.

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

A foundational principle of Caruthers USD is the need to be responsive to our students, staff, families, and community. As a result of their suggestions, the following actions or services have been included in the 2021-24 LCAP:

Goal 1 --

- Provide expanded academic supports in both the elementary and high schools.
- Hotspots and insuring internet access as part of supplemental materials, including technology supports.
- Increase instructional aides FTE for English Learners in 2021-22 in response to input and continue into 2022-23
- The budget for Action 1.9, supports for English Learners, was increased from the 2021-22 planned expenditures.

Goal 2 --

- The District will make a strong commitment social-emotional supports for students and disseminating information on the availability of those.
- Maintain increased communication with parents in both English and Spanish.

- Increased counseling services.
- The District will expand access to recreational/play areas, including co-curricular and extra-curricular activities to address the students' dissatisfaction with school grounds and parents' desire for healthier lifestyles for their children.
- In the District's survey of parents, only 87 responded though the District contains 1569 students. Of those, only 18 were English Learner parents, six were parents of students with exceptional needs, and only two Foster parents responded. The responses among those were very positive, but the small number of response clearly show that the District and its high-needs students will be better served by increasing the engagement of families of Low-Income Students, English Learners, and Foster Youth. The District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

Goal 3 --

- Develop a plan for hiring student tutors.

Goals and Actions

Goal

Goal #	Description
1	Promote academic achievement for all students, including low-income, English learners, and foster youth students.

An explanation of why the LEA has developed this goal.

CUSD student academic performance outcomes prior to the pandemic indicated that the actions and services in which the District had engaged had generally been effective in increasing the academic achievement of all students, with room for growth. From the baseline year, the District showed significant increases, with a 22.2-point gain from distance from standard from the base year to 2019 in ELA.

Though it is a "lagging" indicator, state Smarter Balanced assessment results from 2021 show declines in students' performance in both ELA and Math, which was our expectation based on research conducted during the pandemic. After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standard due to the disruptions in instruction and traumatic experiences of the pandemic. Taking the test was not mandatory, and 87% of the eligible students in our district chose to do so. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for all groups, with the exception of Students with Disabilities (SWD), in both ELA and math. Losses were disproportionately greater for LI and EL students in math and ELA. Foster Youth academic assessment data are not included to protect privacy, as there are less than 11 enrolled in the District. Anecdotal data from teachers describe the same sorts of losses for our small Foster Youth population. Additional examination of the data showed only 8.6% of Low-Income students and 0.6% of English Learners met standard in reading, indicating the need for literacy/reading supports.

iReady Reading and Math assessments -- displayed below -- show that the percentages in Tier 1 in ELA are significantly lower than the District's expectation. In that same subject area, the percentages of students who are at risk of Tier 3, two or more levels below grade, are cause for concern, greatly exceeding 50% in high school and almost 50% in K-8. Math results show that, as with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. Again, the Tier 3 percentages in math at the high school underscore a concern that the District is addressing with extra teachers, extra supports, and interventions.

Teachers of Kindergarten and first grade students will use iReady diagnostic assessments to identify strengths and areas of growth in word recognition vocabulary, phonemic awareness, and comprehension. Other assessments, oral and written, administered by teachers will be combined with the iReady to identify skills and knowledge to be addressed. Expert teacher recommendation will also be strongly considered. Data from domains, lesson pass rates, and other measures will be examined at grade level, classroom, and individual student levels to plan instruction, supports, and interventions for 2022-23. Preliminary examination of results confirm that the learning loss has occurred disproportionately in unduplicated pupil groups, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate input from our educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	2019: All Students -- 18.0 points below (Orange)	Data for this year are not available. The CA School Dashboard has not published			All Students -- 0 points below (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/Disabilities -- 75.6 points below (Red) English Learners -- 40.0 points below (Orange) Hispanic -- 20.6 points below (Orange) Low Income -- 20.8 points below (Orange) White -- 9.3 points below (Orange) Asian -- 25.3 points above (No color*) [*No color is assigned if the group is less than 30 students, or less than 15 for Foster Youth and Homeless] [California School Dashboard]	"Distance from Standard" data since the 2019 year.			Students w/Disabilities -- 45.6 points below (Yellow) English Learners -- 10.0 points below (Yellow) Hispanic -- 0 points below (Green) Low Income -- 0 points below (Green) White -- 8 points above (Green) Asian -- 40 points above [California School Dashboard]
California School Dashboard: Math Distance from Standard	2019: All Students -- 51.4 points below (Orange)	Data for this year are not available. The CA School Dashboard has not published "Distance from			All Students -- 24.0 points below (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/Disabilities -- 114.9 points below (Red) English Learners -- 64.6 points below (Orange) Hispanic -- 54.0 points below (Orange) Low Income -- 54.7 points below (Orange) White -- 43.3 points below (Orange) Asian -- 7.9 points below (No color*) [California School Dashboard]	Standard" data since the 2019 year.			Students w/Disabilities -- 70.0 points below (Yellow) English Learners -- 29.0 points below (Yellow) Hispanic -- 24.0 points below (Green) Low Income -- 24.0 points below (Green) White -- 14.0 points below (Green) Asian -- 20 points above [California School Dashboard]
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies	MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [June, 2021, Report to Board]	MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [June, 2022, Report to Board]			MET -- Results Reported 100% of teachers appropriately credentialed and assigned. [Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	45.9% [Status -- 2019 California School Dashboard]	The ELPI is suspended for 2021, so the following data data are reported in lieu of the ELPI. Percentages of students scoring at: Well-Developed -- 6.67% Moderately Developed -- 30.71% Somewhat Developed -- 39.52% Minimally Developed -- 23.10% [2020-21 ELPAC Summative Assessment Results]			55% [Status -- California School Dashboard]
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	34.9% [DataQuest English Learner, 2019-20 Annual Reclassification Counts and Rates]	11.7% [DataQuest English Learner, 2020-21 Annual Reclassification Counts and Rates]			10% [DataQuest English Learner, Annual Reclassification Counts and Rates]
Access to Standards-Aligned Materials: Reported to the CUSD Governing Board	MET -- Results reported 100% of students had access to standards	MET -- Results reported 100% of students had access to standards			MET -- Results reported 100% of students will have access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aligned curriculum materials. [June, 2021, Report to Board]	aligned curriculum materials. [June, 2022, Report to Board]			standards aligned curriculum materials. [2023 Report to Board]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State's Self-Reflection Tool Reported to the CUSD Governing Board	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.7 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2021, Report to Board]	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.8 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2022, Report to Board]			MET -- Results reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1= exploration to 5 = sustainability) on the State's Self-Reflection Tool for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2024 Report to Board]
Access to a Broad Course of Study	MET -- Results reported The District's measures in response	MET -- Results reported The District's measures in response			MET -- Results reported The District's measures in response

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2021, Report to Board]	to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students had access to a broad course of study. [June, 2022, Report to Board]			to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs. All students will have access to a broad course of study. [Report to Board]
iReady Reading	Overall placement, Winter 2021: Tier 1 -- 22% Tier 2 – 27% Risk of Tier 3 – 51%	Overall placement, Winter 2022: Tier 1 -- 20% Tier 2 – 25% Risk of Tier 3 – 55% Caruthers Elementary Tier 1 -- 20% Tier 2 – 32% Risk of Tier 3 – 48% Caruthers High Tier 1 -- 20% Tier 2 – 17% Risk of Tier 3 – 63%			Overall placement, Winter 2024: Tier 1 -- 28% Tier 2 – 32%; Risk of Tier 3 – 40% Caruthers Elementary Tier 1 -- 28% Tier 2 – 37% Risk of Tier 3 – 35% Caruthers High Tier 1 -- 40% Tier 2 – 30% Risk of Tier 3 – 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Math	Overall placement, Winter 2021: Tier 1 -- 22% Tier 2 – 40% Risk of Tier 3 – 38%	Overall placement, Winter 2022: Tier 1 -- 18% Tier 2 – 30% Risk of Tier 3 – 52% Caruthers Elementary Tier 1 -- 21% Tier 2 – 44% Risk of Tier 3 – 35% Caruthers High Tier 1 -- 12% Tier 2 – 8% Risk of Tier 3 – 80%			Overall placement, Winter 2024: Tier 1 -- 27% Tier 2 – 45%; Risk of Tier 3 - 28% Caruthers Elementary Tier 1 -- 30% Tier 2 – 45% Risk of Tier 3 – 25% Caruthers High Tier 1 -- 30% Tier 2 – 30% Risk of Tier 3 – 40%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials.	$6,843,064.00	No
1.2	Professional Development for Staff	District instructional staff will participate in targeted professional development to improve practices that uses student data to make instructional decisions, and enhance the available strategies that teachers have to promote learning for Low-Income students, English Learners, and Foster Youth, including students with exceptional needs within those groups, in order to support academic gains and to close achievement gaps on state and local assessments. Teachers and instructional aides will be engaged in relevant and timely learning opportunities, including, but not limited to, workshops,	$532,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Areas may include, but not be limited to: • Math • ELA • Science • Social Science • Kagan Structures • Assessment Training/Conference • ERWC • Instructional Strategies		
1.3	Student Data and Assessment	To increase academic outcomes for students and decrease the achievement gaps between Low Income students, English Learners, Foster Youth, and their higher-performing peers, the District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting Low Income students, English Learners, Foster Youth, including those with exceptional needs: • Illuminate Data • Benchmarks • Self-Assessments/Rubrics	$21,549.00	Yes
1.4	Supplemental Instruction and Materials	To increase academic outcomes for students and decrease the achievement gaps that affect Low-Income students, English Learners, and Foster Youth, the District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will purchase and use specific reading materials that will support accelerated reading improvement	$265,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for those students. The District will make decisions based on evidence. The materials and implementation strategies may include, but not limited to: • Instructional Programs that are Supplemental to Core • Supplemental English Language Arts Support Curricula • iReady Math and Reading • Technology to Implement Supplemental Curricula • District Reading Lab • Guided Reading Materials that are supplemental to the core reading program • Hire an Opportunities Class teacher to conduct classes that will address learning loss on a more individual basis.		
1.5	Instructional Leadership and Guidance Support	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased achievement gaps between Low-Income students, English Learners, Foster Youth and the higher-performing student groups, the District will support the following activities: • School Leadership Teams • Instructional planning, design, support	$400,663.00	Yes
1.6	Early Childhood Education	To increase academic outcomes for students and decrease the achievement gaps between Low-Income students, English Learners, Foster Youth and higher-performing student groups, the District will actively collaborate with preschool to support the successful transition of those pupils to elementary school, including the participation of their	$567,289.00	No

Action #	Title	Description	Total Funds	Contributing
		parents and families, and those of students with exceptional needs, in preparing for the transition.		
1.7	Students with Exceptional Needs	To increase academic outcomes for students and decrease the achievement gaps between Students with Disabilities and higher-performing student groups, the District will provide supplemental materials and access to technology that will support greater success in the core curriculum. The District will also provide professional development for teachers in supporting student with exceptional needs.	$2,112,877.00	No
1.8	Extended Learning	To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth and higher-performing student groups, the District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. that include, but are not limited to: Before and/or After School extended learning sessions Tutoring Summer School	$649,347.00	Yes
1.9	Improving English Language Development Instruction	All English Learners in CUSD are provided daily designated and integrated instruction and supports in English Language Development. To increase academic outcomes for students and decrease the achievement gaps between English Learners and higher-performing student groups, the District will: • Provide teachers with professional development in ELD strategies that increasing English Learner students' access to the core.	$102,991.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide teachers with professional development in ELD strategies that accelerate English Learner students' acquisition of English. • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. • Provide increased paraprofessional support for small groups and individuals • Continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.		
1.10	Smaller Class Sizes	To increase academic outcomes for students and decrease the achievement gaps between Low-Income students, English Learners, Foster Youth and higher-performing student groups, the District will provide staffing to maintain smaller class sizes in 4th through 12th grades.	$2,452,914.00	Yes
1.11	Access to a Broad Course of Study	The District will plan master schedules at the secondary level to ensure that Low-Income students, English Learners, Foster Youth, and students with exceptional needs have access to a broad course of study in the middle school and high school. Students in grades K-6 will participate in full curriculum that includes science, social studies, and the arts. The District is committed to making certain all students have equitable access to a broad, high-quality course of study. To that end, the District will hire and retain outstanding administrative and support staff to ensure the needs of students, teachers, and parents are met to achieve exceptional outcomes.	$6,668,516.00	No

Action #	Title	Description	Total Funds	Contributing
		District educational partners also understand the importance of engagement programs and activities to enhance the core curriculum. We will continue to engage students through clubs, athletics, programs, and any other extra- and co-curricular activities that allow pupils to become active participants in the school community.		

Goal Analysis [2021-22]

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

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

Actions 1.3, 1.6, 1.7, and 1.10 were implemented as planned.
Action 1.1 was a success as reflected in 100% of the District's teachers being appropriately credentialed and assigned.
Hiring sufficient substitute teachers to provide teacher release time was a challenge, so we were not able to provide the extent of "Professional Development for Staff" (Action 1.2) that we had planned. This also impacted the planned professional learning that was to be part of "Students with Exceptional Needs" (Action 1.7).
Action 1.4 has both successes and challenges in implementation. Shortages and shipping issues experienced by some of our vendors caused challenges, and we were not able to purchase all of the materials we planned. On the other hand, iReady diagnostics were successfully expanded to provide data and support at the high school level.
Action 1.5 was successful, as we built the capacity of staff members to assume leadership roles, and site leaders to take on expanded roles at the District level that will further benefit our Low-Income students, English Learners, and Foster Youth. The guidance and support of the school leadership teams contributed to successful implementation of the state standards in all classrooms.
While Action 1.8 was implemented to a large degree, we were not able to provide extended learning opportunities as much as we hoped, hampered by a lack of available staff.
Increasing aide time for our English Learner students contributed to the successful implementation of Action 1.9.
All of our students were provided access to a broad course of study, confirming that implementation of Action 1.11 was successful.

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.

Action 1.2 -- Under Budget: We were not able to provide the extent of "Professional Development for Staff" to the extent that we had planned due to difficulties in hiring sufficient substitute teachers to provide teacher release time.
Action 1.4 -- Under Budget: Due to shortages and shipping issues experienced by some of our vendors, we were not able to purchase all of the materials we planned to.

Action 1.8 -- Under Budget: We were not able to hire the number of before and after school staff that we planned, and there was less interest than we had hoped for among staff to work summer school, so our offerings were less than expected.
Action 1.9 -- Over Budget: Instruction aides' time for English Learner support was increased.
Action 1.10 -- Over Budget: It did not account for staff raises.

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

Many of the metrics used to measure the effectiveness of the Goal 1 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same.

The reclassification rate for 2021 was 11.7%, above the target annual rate of 10%. We believe that these results show the positive impact of our efforts to provide additional supports for English Learners (Action 1.9) and maintaining smaller class sizes in grades 4-12 (Action 1.10) so English Learners have been receiving more individual attention and support.

Students with Disabilities (SWD), in both ELA and math, showed gains on SBAC assessments between 2019 and 2021. This is an early indicator that our Action 1.7 is having the desired effect of closing achievement gaps for those students.

Despite the disruptions caused by the pandemic, the quality of implementation of state standards is improving each year, based on the staff surveys. The overall rating increased, and the District was rated at or above our desired outcome for 2024 in ELA (4.2), Math (4.2), and ELD (4.0). We believe that this is a result of sincere efforts to support teachers in improving their instructional skills through professional learning (Action 1.2) and the provision of supplemental materials to support instruction and interventions in those subject areas (Action 1.4). The guidance and support of school leadership teams (Action 1.5) also contributed to increasingly successful implementation.

The effectiveness of Action 1.11 was confirmed by all of our students being provided access to a broad course of study.

With 100% of District teachers appropriately credentialed and assigned, Action 1.1 was adjudged as effective.

Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning. In the case of this goal, several of the metrics are from 2020-21, and were significantly impacted by the pandemic. For example, SBAC data comparing 2021 to 2019 show that, as expected, there were declines for all groups, with the exception of Students with Disabilities (SWD), in both ELA and math, and Asian students in math. Losses were disproportionately greater for Low-Income and English Learner students in math and ELA. iReady Reading and Math assessments show that the percentages in Tier 1 in ELA are significantly lower than the District's expectation. In that same subject area, the percentages of students who are at risk of Tier 3, two or more levels below grade, are cause for concern, greatly exceeding 50% in high school and almost 50% in K-8. Math results show that, as with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. Again, the Tier 3 percentages in math at the high school underscore a concern that the District is addressing with extra teachers, extra supports, and interventions. These data, with the exceptions noted above, show that our Actions 1.3, 1.6, 1.8, and 1.10 were not effective as planned.

Because of the impacts of the pandemic, and the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below.

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.

- In order to clarify the means by which staff may participate in professional development, the wording "including, but not limited to, workshops, demonstration lessons, and coaching" has been added (Action 1.2)
- In order to clarify the activities in which the Site Leadership Teams will participate in order to improve academic outcomes for our Low Income, Foster Youth, and English Learner students, "Instructional planning, design, support" have been added to this action (Action 1.5)
- Based on the needs of our English Learners, and suggestions from our educational partners, we will increase instructional aides FTEs (Action 1.9).
- The District revised the description of Action 1.10.
- Based on the needs of our Low Income, Foster Youth, and English Learner students, who have experienced disproportionate learning losses in math and ELA, and who have higher chronic absenteeism rates than the Overall student population, the District will use its 15% Concentration Grant Add-on to hire an Opportunities teacher to conduct classes that will address learning loss while providing more individual social-emotional support for students (Action 1.4).
- In Measuring and Reporting Results, the ELPI is suspended for 2021, so the 2020-21 CAASPP ELPAC Summative Results data are reported as an alternate measure of English Learners' progress.
- In Measuring and Reporting Results, iReady scores were also reported by schools, as the high school began using those assessments in 2021-22, so we needed to disaggregate to future results could be comparable to this year's.
- In Measuring and Reporting Results, grade span iReady scores added to Desired Outcomes.

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	Maintain a safe and healthy school environment while providing opportunities that develop positive character.

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

There have been significant declines in the percentages of students who responded to surveys that they felt safe at school and those who felt connected to school. The District believes that all students should feel safe and connected to their school, and is vigorously seeking to build students resiliency to respond to the traumas they may have experienced due to the pandemic, and and to increase social-emotional learning and supports to provide a safe, welcoming learning environment. Among Low-Income respondents, 64% felt safe at school, and 60% felt connected to school, according to the District's Student Survey. The percentages for English Learners were 61% and 55%, respectively. (No Foster Youth responded to the most recent survey.)

Staff educational partners continue to express strong concerns about the number of students, especially at the secondary level, who appear to be disengaged from school and seem to lack motivation. In several cases, students are still "relearning" how to interact appropriately in classrooms when returning full time.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

While relationships between CUSD schools and the families we serve are positive, parent survey results show a decline in parents' positive feelings toward the District. We recognize that the pandemic-related restrictions placed on family engagement at the schools has led to dissatisfaction among all educational partners. Improving communication between schools and families was frequently mentioned as an area for improvement.

The Chronic Absenteeism rate is a concern, and we want all students to be motivated to be in attendance and engaged with their teachers and peers. Since the start of the pandemic, our Low Income, Foster Youth, and English Learner students, who have experienced disproportionate learning losses in math and ELA, have also experienced higher chronic absenteeism rates than the Overall student population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	Overall attendance 95.73% [2020-21 AERIES District Attendance Calculations]	Overall attendance 93.68% [2021-22 AERIES District Attendance Calculations]			Overall attendance 97% [2023-24 AERIES District Attendance Calculations]
Chronic Absenteeism	Overall -- 9.7% Hispanic -- 9.3% Asian -- 9.0% White -- 16.9% SED -- 10.5% EL -- 8.9% SWD -- 18.4% [2019-20 CALPADS EOY Report 14.1 and 14.2]	Overall -- 13.8% Hispanic -- 12.7% Asian -- 3.6% White -- 20.4% SED -- 14.9% EL -- 14.3% SWD -- 20.5% Foster Youth -- 18.8% [DataQuest 2020-21 K-8 rates]			Overall -- 2% Hispanic -- 2% Asian -- 2% White -- 8% SED -- 5% EL -- 4% SWD -- 10% Foster Youth -- 5% [2022-23 CALPADS EOY Report 14.1 and 14.2]
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score.	MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2021]	MET -- Results reported All sites "Good" or better [Reported to the CUSD Governing Board, June, 2022]			MET -- Results reported All sites "Good" or better [2024 Report to the CUSD Governing Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Overall -- 3.5% Hispanic -- 3.4% Asian -- 1.5% White -- 3.6% SED -- 3.7% EL -- 1.7% SWD -- 5.9% [DataQuest, 2019-20 Suspension Rate]	Overall -- 1.6% Hispanic -- 1.6% Asian -- 0% White -- 1.9% SED -- 1.7% EL -- 1.8% SWD -- 1.3% [DataQuest, 2020-21 Suspension Rate]			Overall -- 2.5% Hispanic -- 2.5% Asian -- .5% White -- 2.5% SED -- 2.5 EL --.7% SWD -- 2.5% [2022-23 DataQuest Suspension Rate]
Parent Engagement: Results of the State's Self-Reflection Tool Reported to the CUSD Governing Board	MET -- Results reported The state's self-reflection tool reflected an average rating of 4.1 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2021, Report to the CUSD Governing Board]	MET -- Results reported The state's self-reflection tool reflected an average rating of 3.9 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [June, 2022, Report to the CUSD Governing Board]			MET -- Results reported The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool for parent and family engagement. [2024 Report to the CUSD Governing Board]
High School Dropout Rate	2.9%	2.7%			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019-20 DataQuest Four-Year Adjusted Cohort Outcome]	[2020-21 DataQuest Four-Year Adjusted Cohort Outcome]			[2022-23 DataQuest Four-Year Adjusted Cohort Outcome]
Middle School Dropout Rate	0%. [CALPADS, 2019-20]	0% [CALPADS, 2020-21]			0%. [2022-23 CALPADS]
Expulsion Rate	0% [DataQuest, 2019-20 Expulsion Rate]	0% [DataQuest, 2020-21 Expulsion Rate]			0% 2022-23 DataQuest Expulsion Rate
School Climate Survey: % of Students Feeling Connected to School	MET -- Results reported 77.3% of students responding felt connected to their school(s) [June, 2021, Report to the CUSD Governing Board]	MET -- Results reported 57.1% of students responding felt connected to their school(s) [June, 2022, Report to the CUSD Governing Board]			MET -- Results reported 90% of students responding will feel connected to their school(s) [2024 Report to the CUSD Governing Board]
School Climate Survey: % of Students Feeling Safe at School	MET -- Results reported 72.1% of students responding felt safe at their school(s)	MET -- Results reported 60.6% of students responding felt safe at their school(s)			MET -- Results reported 90% of students responding will feel safe at their school(s)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[June, 2021, Report to the CUSD Governing Board]	[June, 2022, Report to the CUSD Governing Board]			[2024 Report to the CUSD Governing Board]
School Climate Survey: % of Parents Feeling Connected to School and Their Children Feel Safe at School	81.3% of parents responding felt welcome at their school(s). 73.7% of parents responding felt their child(ren) were safe at school(s). [2022 Spring Survey Data]	81.3% of parents responding felt welcome at their school(s). 73.7% of parents responding felt their child(ren) were safe at school(s). [2022 Spring Survey Data]			90% of parents responding will feel welcome at their school(s). 90% of parents responding will feel their child(ren) are safe at school(s). [2024 Spring Survey Data]
School Climate Survey: % of Teachers Feeling Connected to School and Safe at School	To be established in 2022-23 school year.	Teachers not surveyed in 2021-22 regarding school safety or connectedness.			100% of teachers responding will feel welcome at their school(s). 100% of teacher responding will feel safe at school(s). [2024 Spring Survey Data]

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	To increase school climate and engagement outcomes for Low Income Students, English Learners, Foster Youth, the District will actively engage parents and families in their children's learning. Family Liaisons will also help the District to provide services and support to Foster Youth and homeless students. Through the following programs, the district will principally target the engaged and continuous participation of parents of Low Income Students, English Learners, Foster Youth, including those of students with exceptional needs: • Parent Programs • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings • Family Liaisons	$82,860.00	Yes
2.2	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate.	$3,298,646.00	No
2.3	School Culture and Social Behavior	To support improved outcomes for Low Income Students, English Learners, and Foster Youth in school engagement and school climate, the District will create school environments that welcome and support all of our student populations by: • Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK-12 who are still feeling the mental and emotional effects of the pandemic. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning	$652,314.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(SEL) skills that support a positive climate for learning and work.		
2.4	Transportation for Easier School Access	In order to increase academic outcomes and decrease chronic absenteeism rates for Low Income students and English Learners, groups with high chronic absenteeism rates, the District will provide additional transportation for students who reside inside the "walking zone," an area between a 1.5 and a .5 radius of school. It will provide an additional 61 stops and a reduced walking distance of half a mile from the school site.	$930,236.00	Yes
2.5	Expanded Access to Recreation Spaces	Within the area served by the CUSD, the only safe, clean, and open spaces equipped for outdoor extracurricular and open play areas are the school fields at our elementary and high school. Caruthers and the communities of our feeder schools lack recreational areas where students can participate in physical or athletic activities. Maximizing participation and access to these activities have a direct effect on the positive school climate experienced by Low-Income students. In order to improve student outcomes related to student engagement, school climate, and connectedness for our Low-Income students, the District will expand available athletic fields and recreational areas, for greater access to sports, extra-curricular, and co-curricular activities for Low-Income students at all of our schools. Engagement in a broad range of co-curricular and extracurricular activities has a direct impact on students' success, as evidenced in multiple research studies. Fredricks and Eccles (2006) found that activity participation can be linked to positive academic outcomes, including improved grades, test scores, more school engagement, and increased educational aspirations. Promoting greater extracurricular participation for our Low-Income students is likely to improve their school connectedness.	$398,907.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities and family engagement nights were not able to be held until the Spring semester due to the restrictions associated with the pandemic. Those restrictions have severely limited the number of parent programs and parent workshops, trainings, and in-person meetings the District was able to conduct, so Action 2.1 was not as successful as we hoped. The District has engaged parents and families in their children's learning to the degree possible under current restrictions to protect students, staff, and families.

Driver shortages and the availability of busses limited the planned implementation of Action 2.4. We were not able to increase the stops to the 61 that we expected.

All other actions were implemented as planned. Action 2.3 was a success, as we were able to provide more mental/emotional health services than planned. Action 2.2 was also successful, and the District avoided having to shut down grade levels or schools due to outbreaks of COVID-19.

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.

Action 2.1 -- Under Budget: Due to pandemic restrictions, we were not able to conduct all the parent engagement activities as planned.
Action 2.2 -- Over Budget: We spent much more than budgeted for our efforts to maintain the highest air quality and to frequently clean rooms and common areas to prevent the spread of the virus and ensure the safety of students and staff.
Action 2.3, we spent $26,000 more than budgeted. See above for explanation.
Action 2.4, we spent $136,000 less than budgeted. See above for explanation.

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

As with Goal 1, many of the metrics used to measure the effectiveness of the Goal 2 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same.

Here, too, several of the metrics are from 2020-21, and were significantly impacted by the pandemic. Chronic Absenteeism increased as many students found it difficult to sustain interest in school when they were not able to attend class in-person, experiencing an increasing disconnection from school. Suspension rates were down, as students were at home for most of the year, limiting the potential for suspendible incidents.

Chronic Absenteeism rates
The most recent data for comparison purposes is from 2020-21. Compared to the baseline year of (2019-20), the overall rate increased by 2.9% percentage points. For our student groups, we saw the following results: Hispanic, +2.7%; Asian, - 4.0%; White, no change; Low Income, +3.0%; English Learners, + 5.1%; Students with Disabilities, -2.8%.

Suspension rates.
The most recent data for comparison purposes is from 2020-21. Compared to the baseline year of (2019-20), the overall rate fell by more than half, to 1.6%. For our student groups, we saw the following results: Hispanic, declined from 3.4% 1.6%; Asian, increased from 0% to 1.5%; White, decreased from 3.6% to 1.9%; Low-Income, fell from 3.7% to 1.7%; English Learners increased slightly from 1.7% to 1.8%; Students with Disabilities declined from 5.9% to 1.3%.

For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities. This appears to be reflected in a slight decline in the rating for Family Engagement in the surveys and self-reflection instrument, suggesting Action 2.1 has not been effective as planned. The Family Liaisons regularly reached out to parents. As described in the Educational Partners Engagement section, the comments and suggestions from family partners had an important impact on the evaluation and revision of the District's LCAP.

All sites were rated "good" on the FIT, and no serious outbreaks of COVID-19, requiring a grade level of school to be shut down, so we would judge Action 2.2 to be effective. Parent and student surveys are more current indicators. Our students' survey responses show significant declines in students' feelings of being safe at school and connected to school, as the feelings of disconnection seem to have lingered even after the return to school. The reasons behind the decline in feelings of safety will be explored in more depth; educational partners have suggested that students need to "relearn" appropriate behaviors after returning to school. Though we have increased the availability of social-emotional and mental health supports described in Action 2.3, the data show that that action has not shown the anticipated results.

Our attendance rate declined from the baseline year, possibly as a result of not being able to implement the additional bus stops, as planned, so 2.4 has not been as effective as planned due to inability to implement.

As with last year's data, we are convinced that this year's metrics have also been significantly impacted by the pandemic. At the school level, it has resulted in lost school activities and parents limited in their opportunities to participate in their child's schooling. At a wider level, it has impacted our students' social-emotional well-being, through the impacts of parents losing jobs, losing financial, housing, and food security, and even losing family and friends to COVID. These significant impacts make it difficult to judge the effectiveness of the actions in Goal 2 in making progress towards the goal.

Noting the cautions above, and the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 2, we believe that our best course is to continue the actions developed by the District and its educational partners. Prior to the pandemic, Caruthers Unified School District students showed improvement overall, and for most student groups, in lowering Chronic Absenteeism and Suspension rates. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our 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.

Since the start of the pandemic, our Low Income, Foster Youth, and English Learner students, who have experienced disproportionate learning losses in math and ELA, have also experienced higher chronic absenteeism rates than the Overall student population. Based on these identified needs, and suggestions from our educational partners to expand social-emotional supports, the District will use its 15% Concentration Grant Add-on to hire an additional Mental Health Clinician, four Mental Health Interns, and an additional full-time LVN to support students physical and social-emotional health (Action 2.3).

Language of Action 2.3 revised to read "Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK-12 who are still feeling the mental and emotional effects of the pandemic" for increased clarity as ot purposes of the behavior intervention and support.

Based on the input from educational partners and the results of parent and student surveys, we have added Action 2.5.

The phrases "students and decrease the performance gaps between" and "and higher-performing student groups" have been deleted from 2.1. The phrase "and to close gaps on state and local measures," has been deleted from 2.3.

Measuring and Reporting Outcomes: Included “AERIES” in the description of the data source in the Desired Outcome column to match the Baseline and Year 1 columns. Added an outcome for Foster Youth in the Desired Outcome column to align with Y1 data.

Measuring and Reporting Outcomes: School climate metrics for parents and teachers regarding school safety and school connectedness were added.

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	Guide and prepare all students, including low-income, English learners, and foster youth students, for post-secondary opportunities.

An explanation of why the LEA has developed this goal.

Studies completed by the Alliance for Excellent Education found that a U.S. 90% high school graduation rate would result in 250,000 additional graduates, $3.1 billion in increased income, $664 million in tax revenues, $16.1 billion in health care savings, $5.7 billion in economic growth, and more than 14,000 new jobs. In short, the positive impacts are enormous for Caruthers USD students who successfully complete high school prepared for college and career.

For the Early Assessment Program (EAP) students scoring "Ready" metric, the most recent data for comparison purposes is from 2020-21. The results shown are compared to the baseline year of 2018-19, because the SBAC was not administered during the 2019-20 school year. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results." Less than half of the eligible 11th grade students at CHS took the 2021 assessment, so the results cannot be considered conclusive, and are meant to use as an additional data point for future planning:

	2019 ELA	2021 ELA	Change	2019 Math	2021 Math	Change
Overall	15.3%	21.4%	+6.1	3.2%	8.3%	+5.1
Low Income	14.2%	19.1%.	+4.9	3.0%	1.6%	-1.4
Hispanic	13.7%	18.6%	+4.9	2.4%	0%	-2.4

Though overall results were higher, the EAP data indicate that the effects of the pandemic disproportionately affected Low-Income students and Hispanic students in math and that significant gaps between those groups and our overall student performance in math may have been exacerbated by the impacts of school closures and distance learning.

A-G completion rates and AP exam pass rates were lower than District expectations for 2021 and declined from 2020. It is difficult to ascertain what impact the pandemic had on these rates, but we believe it was significant because of evidence that students were less engaged through distance learning and school closures.

English Learners continue to lag significantly behind their graduating peers in the Dashboard College and Career indicator readiness measures.

The most recent graduation rate data shown below reflect declines that are seen across the County. The District remains committed to raising graduation rates for all groups, closing gaps in grad rates, and achieving an overall rate above 95%. Goal 3 in the LCAP demonstrates the District's commitment to having all of our students graduate from high school with a plan for post-secondary success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduating seniors will have confirmed plans of enrollment in one of the following: college, university, vocational program, or military	All students -- 78% Hispanic -- 77% Asian -- N/R White -- N/R SED -- 75% EL -- N/R SWD -- N/R Percentages are not reported (N/R) for groups with less than 11 students. [2019 District Data]	All students -- 96% Hispanic -- 92% SED -- 89% The number for other groups were too low to report. [2022 District Data]			All students -- 90% Hispanic -- 90% SED -- 90% 90% or greater for all groups reporting results. [2024 District Data]
Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC ELA Assessments	All Students: 15.29% SWD: 0% EL: 8.33% Hispanic: 13.71% SED: 14.18% White: 21.05% [DataQuest, SBAC ELA Assessments, 2018-19]	All Students: 21.43% SWD: N/R EL: N/R Hispanic: 18.64% SED: 19.05% White: N/R Percentages are not reported (N/R) for groups with less than 11 students.			All Students: 35% SWD: 5% EL: 15% Hispanic: 30% SED: 30% White: 40% [2022-23 DataQuest, SBAC ELA Assessments]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		[DataQuest, SBAC ELA Assessments, 2020-21]			
Early Assessment Program (EAP): % PUPILS SCORING "READY" on SBAC Math Assessments	All Students: 3.23% SWD: 0% EL: 0% Hispanic: 2.44% SED: 3.01% White: 5.26% [DataQuest, SBAC Math Assessments, 2018-19]	All Students: 8.34% SWD: N/R EL: N/R Hispanic: 0% SED: 1.56% White: N/R [DataQuest, SBAC Math Assessments, 2020-21]			All Students: 15% SWD: 5% EL: 10% Hispanic: 15% SED: 15% White: 20% [2022-23 DataQuest, SBAC Math Assessments]
A-G Completion Rate	All students~ 42.4% Hispanic~ 43.0% Asian~ 58.3% White~ 31.6% SED~ 41.4% SWD -- 0.5% EL -- 20.0% (Foster Youth and Homeless results not reported) [DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]	All students~ 32.8% Hispanic~ 37.6% Asian~ 33.3% White~ 17.6% SED~ 30.7% SWD -- 22.2% EL -- 21.7% (Foster Youth and Homeless results not reported) [DataQuest, 2020-21 Four-Year Adjusted Cohort Graduation Rate]			All students~ 55% Hispanic~ 55% Asian~ 65% White~ 45% SED~ 55% SWD -- 2% EL -- 35% [2022-23 DataQuest Four-Year Adjusted Cohort Graduation Rate]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Cohort CTE Pathway Completion Rate	All students~ 42.0% Hispanic~ 40.1% Asian~ 58.3% White~ 38.1% SED~ 37.2% SWD -- 50.0% EL -- 37.8% [2019-20 CALPADS EOY Reports 3.14 and 3.15]	All students~ 77.6% Hispanic~ 77.6% Asian~ 83.3% White~ 76.5% SED~ 78.0% SWD -- 39.8% EL -- 58.8% [2020-21 Dashboard Additional Report]			All students~ 50% Hispanic~ 50% Asian~ 65% White~ 48% SED~ 50% SWD -- 50% EL -- 48% [2022-23 Dashboard Additional Report]
California School Dashboard High School Graduation Rate	All students~ 93.0% Hispanic~ 96.2% White~ 69.2% SED~ 93.8% EL~ 93.8% All other student groups had numbers too low to report. [2019 California School Dashboard (combined four- and five-year graduation rate, and the DASS graduation rate)]	All students~ 92.1% Hispanic~ 90.5% White~ 94.1% SED~ 91.5% EL~ 70.6% All other student groups had numbers too low to report. [2021 California School Dashboard Additional Report Graduation Rate]			All students~ 99% Hispanic~ 99% White~ 80% SED~ 99% EL~ 99% [2023 California School Dashboard]
Advanced Placement Exams: % of pupils scoring 3 or higher	20.0% [2020 AP College Board]	23.0% [2021 AP College Board]			30% [2023 AP College Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Combined A-G and CTE Completion Rate	All students~ 27.4% Hispanic~ 27.9% SED~ 25.2% [2019-20 CALPADS EOY Reports 8.1 and 3.15]	All students~ 26.3% Hispanic~ 29.3% SED~ 24.8% [2020-21 Dashboard Additional Report]			All students~ 35% Hispanic~ 35% SED~ 35% [2022-23 CALPADS EOY Reports 8.1 and 3.15]
California School Dashboard College and Career Indicator % of students "Prepared"	All students~ 45.1% Hispanic~ 45.0% Asian~ 58.3% White~ 33.3% SED~ 44.4% SWD – 8.3% EL – 17.6% (Foster Youth and Homeless results not reported) [2020 School Dashboard Additional Reports]	2021 California School Dashboard College and Career Indicator % of students "Prepared" not published.			All students~ 55% Hispanic~ 55% Asian~ 60% White~ 55% SED~ 55% SWD – 25% EL – 40% [2023 California School Dashboard]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College & Career and Post-Secondary Education	To increase academic achievement, school engagement, and outcomes on local metrics for students, and decrease the achievement gaps between Low Income Students, English Learners,	$1,466,744.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Foster Youth and higher-performing student groups, the District will provide: • Increased access to counseling services for Low Income Students, English Learners, and Foster Youth at the high school • Increased academic guidance and academic opportunities to participate in a broad course of study in preparation for post-secondary eligibility to better meet the needs of Low Income Students, English Learners, and Foster Youth. • Monitoring of Low Income Students, English Learners, Foster Youth progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation. • Provide American Sign Language as a CTE class to increase the employability of our Low-Income students post graduation. • College and career field trips for Low Income Students, English Learners, and Foster Youth in grades 7th-12th • FASFA and Dream Act workshops for Low Income Students, English Learners, and Foster Youth • College prep workshops for Low Income Students, English Learners, and Foster Youth • Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes • PSAT fees • A CTE/ROP Coordinator to support Low Income Students, English Learners, and Foster Youth in completing pathways • A High School Migrant Counselor who assists parents with EL and Low-Income Migrant program activities, recruit for migrant conferences and events • Low Income Students, English Learners, and Foster Youth Parents' conferences regarding: student academic progress, post-secondary plans, and personal needs		

Action #	Title	Description	Total Funds	Contributing
		• Develop and implement a plan for student tutors to support Low Income Students, English Learners, and Foster Youth		

Goal Analysis [2021-22]

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

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

This action was implemented as planned.

We were successful in providing increased access to counseling services at the high school. The increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income and EL pupils combined with monitoring of students' progress in meeting post-secondary eligibility was successful as the student groups large enough to report data showed double digit increases in the percentages that graduated with a confirmed plans of enrollment in college, university, vocational program, or military

Transportation issues described earlier in the plan presented a challenge, limiting the number of college field trips that we were able to offer. FASFA and Dream Act workshops were held, as were college prep workshops for Low-Income students, English Learners, and Foster Youth. Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes took place. The District paid the PSAT fees for Low-Income students, English Learners, and Foster Youth who took the exam. The success of the CTE/ROP Coordinator to support students in completing pathways is reflected in completion rates overall and for student groups almost doubling, or more, from baseline rates. Parent conferences for Low-Income students, English Learners, Foster Youth regarding student academic progress, post-secondary plans, and personal needs were also successful, again as shown in the percentages of students graduating with post-secondary plans.

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 were no material differences between budgeted and actual expenditures for this action.

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

As with earlier goals, many of the metrics used to measure the effectiveness of the Goal 3 Action 3.1 are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same. As with last year's data and other data reported for this year, we are convinced that this year's metrics have also been

significantly impacted by the pandemic. Graduation rates declined during the height of the pandemic, as many students found it difficult to sustain interest in school when they were not able to attend class in-person. A-G completion rates were also down during the 2020-21 period, as students often declined to seek virtual support and felt increasingly disconnected from school.

We were successful in providing increased access to counseling services at the high school. The increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income
and EL pupils combined with monitoring of students' progress in meeting post-secondary eligibility was successful as the student groups large enough to report data showed double digit increases in the percentages that graduated with a confirmed plans of enrollment in college, university, vocational program, or military
Transportation issues described earlier in the plan presented a challenge, limiting the number of college field trips that we were able to offer. FASFA and Dream Act workshops were held, as were college prep workshops for Low-Income students, English Learners, and Foster Youth. Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes took place. The District paid the PSAT fees for Low-Income students, English Learners, and Foster Youth who took the exam. The success of the CTE/ROP Coordinator to support students in completing pathways is reflected in completion rates overall and for student groups almost doubling, or more, from baseline rates. Parent conferences for Low-Income students, English Learners, Foster Youth regarding student academic progress, post-secondary plans, and personal needs were also successful, again as shown in the percentages of students graduating with post-secondary plans.

Though overall results were higher, the EAP data indicate that the effects of the pandemic disproportionately affected Low-Income students and Hispanic students in math and that significant gaps between those groups and our overall student performance in math may have been exacerbated by the impacts of school closures and distance learning.

For the following metrics, the most recent data for comparison purposes is from 2020-21, and the results shown are compared to the baseline year of (2019-20): Graduation rates declined for all groups, a trend that was noted throughout Fresno County and the Central Valley. A-G Completion rates also declined in general, though two bright spots were increases in A-G completion rates for English Learners and Students with Disabilities.

Another bright spot was that 17.5% of graduating seniors in 2021 earned the prestigious Golden State Seal Merit Diploma.

In the 2022 school year, the District met, or almost met, its 2023-24 desired outcomes for students to have an explicit post-graduation plan.

Results such as the significant increases in post-graduation plans, Golden State Merit Seal diplomas, CTE pathway completion rates, A-G completion rates for English Learners, and increases for Low-Income students in EAP ELA indicate that this action is having positive impacts on the Low-Income students and English Learners whose needs it was create to address. Results for Foster Youth were not reported due to the small numbers, and we continue to identify and address their needs, as well.

Considering the cautions noted above in the explanation of why we developed this goal, and the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 3, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. Prior to the pandemic, Caruthers Unified School District students showed trends toward improvement, overall and for most student groups, in English Language Arts (ELA) and Mathematics. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our 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.

- In response to suggestions from our educational partners' student group, the District added "Develop and implement a plan for student tutors" as a service under Action 3.1.
- In response to suggestions from our educational partners' staff group, added "and career" to "field trips" in Action 3.1 to broaden post-secondary opportunities for 7-12 students.
- The District discontinued the metric "DataQuest Five-Year Cohort Graduation Rate" to avoid confusion with the "California School Dashboard High School Graduation Rate". Only one graduation rate measure is required.
- The EAP data indicate that the effects of the pandemic disproportionately affected Low-Income students in math and that significant gaps between that student group and our overall student performance in math may have been exacerbated by the impacts of school closures and distance learning. English Learners continue to lag significantly behind their graduating peers in the Dashboard College and Career indicator readiness measures. Both Low-income students and English Learners are achieving lower levels of A-G completion and graduation rates than the high school graduating cohort as a whole. To address these issues, the District will use its 15% Concentration Grant Add-on to hire a Director of College and Career Readiness to provide direct services to students, and a Careers in Education instructor to guide students in that pathway (Action 3.1)
- "CTE Pathway Completion Rate" metric revised to "Graduation Cohort CTE Pathway Completion Rate" to better conform with Goal 3 and to align with the recently required metric "Combined A-G and CTE Completion Rate". "Graduation Cohort CTE Pathway Completion Rate" source changed to Dashboard Additional Reports also to align with the data source for "Graduation Cohort CTE Pathway Completion Rate" and the state's Dashboard accountability measures. "California School Dashboard High School Graduation Rate" data source changed to California School Dashboard Additional Report Graduation Rate for Year 1 as the Dashboard itself was not published. Data source for "Combined A-G and CTE Completion Rate" changed to Dashboard Additional Reports for Year 1, as those data were first reported as part of Dashboard data for 2020-21. This, as with previous measures, will align data sources for these related measures with the state's Dashboard.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$5,738,301	$711,000

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
40.23%	4.31%	$591,353.00	44.54%

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.

With the exception of Action 1.9, all other actions included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for Foster Youth, English Learners, and Low-Income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

Input from educational partners was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for Low-Income students, English Learners, and Foster Youth are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1: Promote academic achievement for all students, including low-income, English learners, and foster youth students.

Action 1.2 --

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

In our experience, and based on preliminary explorations of the methods of Improvement Science, more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners and Low-Income students, in both ELA and math, that places them behind the Overall students' performance. Anecdotal data from teachers describe the same sorts of losses for our small (<11) Foster Youth population.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in Low-Income students, English Learners, and Foster Youth, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

The action, or aspect(s) of the action, based on these considerations:

District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions, and enhances the available strategies that teachers have to promote learning forLow-Income students, English Learners, and Foster Youth in order to support academic gains and to close achievement gaps on state and local assessments. Teachers and instructional aides will be engaged in relevant and timely learning opportunities, including, but not limited to, workshops, demonstration lessons, and coaching, that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators, is expected to have a significant impact on the academic and other outcomes for Low-Income students, English Learners, and Foster Youth. Professional learning activities that have been identified through survey input and that are evidence based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher's self-efficacy. We know that our English Learners and Low-Income students need strong first instruction accompanied by differentiated supports and interventions that come from increasing our teachers' efficacy. We expect to see increases in teacher efficacy and improved academic results.

Action 1.3 –

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

In our experience, and based on preliminary explorations of the methods of Improvement Science, more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%

Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners and Low-Income students, in both ELA and math, that places them behind the Overall students' performance. Anecdotal data from teachers describe the same sorts of losses for our small (<11) Foster Youth population.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in Low-Income students, English Learners, and Foster Youth, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

The action, or aspect(s) of the action, based on these considerations:

The District will provide the following data sources -- Illuminate Data, benchmarks, and self-assessments/rubrics -- for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting Low-Income students, English Learners, and Foster Youth.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

The data cited above clearly show there are achievement gaps between student groups in our District. Even after Low-Income students, English Learners, and Foster Youth have received appropriate interventions, it is possible that, while “some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed …” (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working, and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, we will target instruction for Low-Income students, English Learners, and Foster Youth to get increased academic outcomes in the metrics associated with Goal 1.

Action 1.4 –

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners and Low-Income students, in both ELA and math, that places them behind the Overall students' performance. Anecdotal data from teachers describe the same sorts of losses for our small (<11) Foster Youth population.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in Low-Income students, English Learners, and Foster Youth, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction. Additional examination of the data showed only 8.6% of Low-Income students and 0.6% of English Learners were above standard in reading, indicating the need for literacy/reading supports.

In addition, since the start of the pandemic, our Low Income, Foster Youth, and English Learner students have also experienced higher chronic absenteeism rates than the Overall student population, contributing to disproportionate learning losses in math and ELA.

The action, or aspect(s) of the action, based on these considerations:

The District will research and purchase supplemental instructional materials that will support acceleration and mitigate learning loss. The materials will include iReady Math and Reading. The District will purchase and use specific reading materials that will support accelerated

reading improvement for Low-Income students, English Learners, and Foster Youth, and homeless students. The District will make decisions based on evidence.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

The Curriculum Associates Research team found that “Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year.” We expect the continued implementation of iReady to increase student achievement in ELA and math, especially for our high-needs students. The District Reading Lab for struggling readers will continue. Hattie’s research (2008) showed an effect size of .77 for comprehensive interventions. An effect size of .40 is considered to be significant in its positive impact on learning. We know that Hattie (2008) found effect sizes of .58 for reading comprehension programs; .60 for phonics programs; and .67 for both vocabulary programs and repeated reading programs. The “What Works Clearinghouse” found repeated reading has shown increased achievement in reading comprehension. Armed with this and additional information, the District will invest in materials that have shown evidence of success with our neediest students. Fountas and Pinnell (2001) state that readers need to be able to apply and modify strategies depending on the purpose of the text. They suggest that guided reading sessions, involving explicit teaching and modelling of a broad range of strategies to suit familiar and new text types, supports reading development. They add that, “through guided reading you can demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text. You can provide specific support for readers as they delve into texts for themselves, meeting challenges by using a range of skills”.

In addition to needing literacy/reading supports to close achievement gaps, some our Low-Income students, English Learners, and Foster Youth have greater rates of chronic absenteeism, falling further behind and needing catch-up and intervention. The Opportunities Class teacher will address this combination by providing a greater level of individual support than possible in the regular classroom, until the student is caught-up and ready to re-enter.

Consequently, we anticipate improved outcomes in SBAC ELA and Math assessments for our Low-Income students, English Learners, and Foster Youth.

Action 1.5 –

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English

Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

In our experience, and based on preliminary explorations of the methods of Improvement Science, more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners and Low-Income students, in both ELA and math, that places them behind the Overall students' performance. Anecdotal data from teachers describe the same sorts of losses for our small (<11) Foster Youth population.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in Low-Income students, English Learners, and Foster Youth, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

The action, or aspect(s) of the action, based on these considerations:

The District will support site leadership teams in order to maintain and build effective site leadership who will lead Instructional planning, design, and support that leads to increased academic outcomes for English Learners, Low-Income students, ands Foster Youth.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. A report from the Wallace Foundation (2004) found that "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." [https://www.wallacefoundation.org/knowledge-center/documents/how-leadership-influences-student-learning.pdf]. We know that our

English Learners and Low-Income students need strong first instruction accompanied by differentiated supports and interventions that come from increasing our teachers' efficacy. We expect that by enhancing leadership abilities among administrators and staff, we will see increases in teacher efficacy and improved academic results.

Action 1.8 –

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

In our experience, and based on preliminary explorations of the methods of Improvement Science, more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners and Low-Income students, in both ELA and math, that places them behind the Overall students' performance. Anecdotal data from teachers describe the same sorts of losses for our small (<11) Foster Youth population.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in Low-Income students, English Learners, and Foster Youth, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

The action, or aspect(s) of the action, based on these considerations:

The District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades TK-12. that include, but are not limited to:

Before and/or After School extended learning sessions

Tutoring

Summer School

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time after-school, after-school tutoring, and in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement.

By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for our Low-Income students, English Learners, and Foster Youth, as measured by state and local assessments.

Action 1.9 –

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

In our experience, and based on preliminary explorations of the methods of Improvement Science, more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
Low-Income --	25.2%	-14.3%	15.5%	-16.9%
English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners, in both ELA and math, that places them behind the Overall students' performance. Additional examination of the data showed only 0.6% of English Learners were above standard in reading, indicating the need for literacy/reading supports.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in English Learners, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

The action, or aspect(s) of the action, based on these considerations:

The District will provide teachers with professional development in ELD strategies that increasing English Learner students' access to the core and accelerate English Learner students' acquisition of English; provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core; provide increased paraprofessional support for small groups and individuals; continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Paraprofessionals to support small group practice will also aid language acquisition. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains (.40). Culturally-responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that

providing support, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to redesignation will help those students maintain academic success.

Action 1.10 –

Needs, Conditions, or Circumstances:

English Language Proficiency Assessment for California (ELPAC) Summative results show that less than half of our English Learners are performing at the "well-developed" level compared to statewide EL performance (6.7% v. 14%), and lag several percentage points behind their peers in Fresno County (6.7% v. 10.2%). The District recognizes the need to take steps to better address the needs of our English Learners. Because English Learners have not shown the same pace of improvement in ELA as other student groups, the District completely revised and began implementation of its English Learner Master Plan to be aligned with the English Learner Roadmap. Included in that plan, and the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

In our experience, and based on preliminary explorations of the methods of Improvement Science, more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

2021 Results, Students Meeting or Exceeding Standard:	ELA %	(Change from 2019)	Math %	(Change from 2019)
Overall --	27.5%	-14.3%	18.2%	-15.5%
Students w/Disabilities --	2.4%	+2.4%	2.4%	+2.4%
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English Learners --	3.5%	-6.1%	1.7%	-16.1%
Hispanic --	26.3%	-13.8%	16.5%	-16.1%
Asian --	46.2%	-24.5%	56.0%	+4.1%
White --	33.9%	-12.4%	18.3%	-19.0%

These data show that, as expected, there were declines for English Learners and Low-Income students, in both ELA and math, that places them behind the Overall students' performance. Anecdotal data from teachers describe the same sorts of losses for our small (<11) Foster Youth population.

Preliminary examination of results confirm that the learning loss has occurred disproportionately in Low-Income students, English Learners, and Foster Youth, so those data will be examined in more depth. Teachers will continue to participate in professional development and peer collaboration to inform and adjust instruction.

The action, or aspect(s) of the action, based on these considerations:

The District will maintain smaller class sizes in 4th through 12th grades.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Teachers will be retained to maintain smaller class sizes, including an additional math teacher to reduce class sizes at Caruthers High School, providing increased support for Low-Income students, English Learners, and Foster Youth. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that “A clear and strong relationship between class size and achievement has emerged...There is little doubt, that other things being equal, more is learned in smaller classes.” [https://tinyurl.com/Class-Size-Study]. Based on research, having smaller class sizes with extra support in math to support acceleration is expected to increase learning outcomes for unduplicated students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains. Lower class sizes will help address the identified needs of Low-Income students, English Learners, and Foster Youth because it will allow for increased quality instructional interactions between student and teacher and increased time for small group and individual instruction/support that is needed to reduce the number of students not achieving mastery.

iReady data will be disaggregated for those students, and we expect to see improved results in those assessments, leading to increased achievement on state SBAC assessments.

Goal 2: Maintain a safe and healthy school environment while providing opportunities that develop positive character:

Action 2.1 --

Needs, Conditions, or Circumstances:
There have been significant declines in the percentages of students who responded to surveys that they felt safe at school and those who felt connected to school. Our students' survey responses show significant declines in students' feelings of being safe at school and connected to school, as the feelings of disconnection seem to have lingered even after the return to school. The reasons behind the decline in feelings of safety will be explored in more depth; educational partners have suggested that students need to "relearn" appropriate behaviors after returning to school. Though we have increased the availability of social-emotional and mental health supports described in Action 2.3, the data show that that action has not shown the anticipated results. The District believes that all students should feel safe and connected to their school, and is vigorously seeking to build students resiliency to respond to the traumas they may have experienced due to the pandemic, and social-emotional learning and supports to provide a safe, welcoming learning environment.
Staff educational partners expressed strong concerns about the number of students, especially at the secondary level, who appear to be disengaged from school, or significantly less engaged than prior to distance and hybrid learning. In several cases, students needed to "relearn" how to interact appropriately in classrooms when returning full time.
While relationships between CUSD schools and the families we serve are positive, parent survey results show a decline in parents' positive feelings toward the District. We recognize that the pandemic-related restrictions placed on family engagement at the schools has led to

dissatisfaction among all educational partners. Improving communication between schools and families was frequently mentioned as an area for improvement. For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities.

In the District's survey of parents, only 87 responded though the District contains 1569 students. Of those, only 18 were English Learner parents, six were parents of students with exceptional needs, and only two Foster parents responded. The responses among those were very positive, but the small number of response clearly show that the District and its high-needs students will be better served by increasing the engagement of families of Low-Income Students, English Learners, and Foster Youth. The District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

The Chronic Absenteeism rate is a concern, and we want all students to be motivated to be in attendance and engaged with their teachers and peers. Since the start of the pandemic, our Low Income, Foster Youth, and English Learner students, who have experienced disproportionate learning losses in math and ELA, have also experienced higher chronic absenteeism rates than the Overall student population. Chronic Absenteeism rates among Low Income students increased by 3.0%, and English Learners increased by 5.1%. Foster Youth increased to 15.4%.

The high school dropout rate is a concern, and we want all students to be motivated to stay in school and finish with their cohort

Educational partner input, and anecdotal information since the return to school highlight the need to provide students with social-emotional supports.

The actions, or aspect(s) of the actions, based on these considerations:

The district will actively engage parents and families of Low-Income students, English Learners, and Foster Youth in their children's learning. Through the following programs, the District will principally target the engaged and continuous participation of parents of those students, including families of students with exceptional needs:

- Parent Programs
- Parent Institute for Quality Education (PIQE)
- Parent Workshops/Trainings/Meetings
- Family Liaisons

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Goal 2, Action 1 -- The Family Liaisons will have a primary focus of engaging families of Low-Income students, English Learners, and Foster Youth in their children's education. Additionally, enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. Parent workshops and trainings, including PIQE, will empower parents and guardians to be fully involved in the decisions regarding their child's education, by providing them with concrete strategies to advocate for their children, and will also increase family engagement. Family Liaisons will also help the District to provide services and support to Foster Youth and homeless students. Another significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

Based on this evidence we expect increased family engagement to result in improved student attendance outcomes, increase feelings of school connectedness, and reductions in chronic absenteeism and the high school dropout rate.

Action 2.3 --

Needs, Conditions, or Circumstances:
There have been significant declines in the percentages of students who responded to surveys that they felt safe at school and those who felt connected to school. Among Low-Income respondents, 64% felt safe at school, and 60% felt connected to school, according to the District's Student Survey. The percentages for English Learners were 61% and 55%, respectively. (No Foster Youth responded to the most recent survey.) Since the start of the pandemic, our Low-Income and English Learner students have experienced higher chronic absenteeism rates than the Overall student population, as the feelings of disconnection seem to have lingered even after the return to school. The reasons behind the decline in feelings of safety will be explored in more depth; educational partners have suggested that students need to "relearn" appropriate behaviors after returning to school. Though we have increased the availability of social-emotional and mental health supports described in Action 2.3, the data show that that action has not shown the anticipated results. The District believes that all students should feel safe and connected to their school, and is vigorously seeking to build students resiliency to respond to the traumas they may have experienced due to the pandemic, and social-emotional learning and supports to provide a safe, welcoming learning environment.
Staff educational partners expressed strong concerns about the number of students, especially at the secondary level, who appear to be disengaged from school, or significantly less engaged than prior to distance and hybrid learning. In several cases, students needed to "relearn" how to interact appropriately in classrooms when returning full time.
While relationships between CUSD schools and the families we serve are positive, parent survey results show a decline in parents' positive feelings toward the District. We recognize that the pandemic-related restrictions placed on family engagement at the schools has led to dissatisfaction among all educational partners. Improving communication between schools and families was frequently mentioned as an area for improvement. For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities.
In the District’s survey of parents, only 87 responded though the District contains 1569 students. Of those, only 18 were English Learner parents, six were parents of students with exceptional needs, and only two Foster parents responded. The responses among those were very positive, but the small number of response clearly show that the District and its high-needs students will be better served by increasing the engagement of families of Low-Income Students, English Learners, and Foster Youth. The District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.
The Chronic Absenteeism rate is a concern, and we want all students to be motivated to be in attendance and engaged with their teachers and peers. Since the start of the pandemic, our Low Income, Foster Youth, and English Learner students, who have experienced disproportionate learning losses in math and ELA, have also experienced higher chronic absenteeism rates than the Overall student population. Chronic Absenteeism rates among Low Income students increased by 3.0%, and English Learners increased by 5.1%. Foster Youth increased to 15.4%.
Educational partner input, and anecdotal information since the return to school highlight the need to provide students with social-emotional supports.

The actions, or aspect(s) of the actions, based on these considerations:

District will create school environments that welcome and support our Low-Income students, English Learners, and Foster Youth populations by:
- Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to Low Income Students, English Learners, and Foster Youth in grades TK-12 who are still feeling the mental and emotional effects of the pandemic.
- Increasing social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning that will encourage improved attendance for Low-Income students, English Learners, and Foster Youth.
- Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work fro Low-Income students, English Learners, and Foster Youth.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

The 36% of Low-Income respondents, and 39% of English Learner respondents to our student survey who did not agree that they feel safe at school demonstrates a strong need to engage in activities that will help those students feel safer at school. The 40% and 45%, respectively, of Low-Income and English Learner students who did not feel connected reflect a need to engage in actions that increase their engagement in school. The need to address those feelings is clear from these data. Research shows that Social Emotional Learning activities not only improve achievement by an average of 11 percentile points, but it also increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta]. Our experience as educators confirms that students who experience prosocial behaviors help establish positive relationships, which, in turn, cause students to feel safer and more connected to school. Safe, caring, participatory, and responsive school climates tend to foster a greater attachment to school and provide the optimal foundation for social, emotional, and academic learning for middle school and high school students (Blum, McNeely, & Rinehart, 2002). Sudents who feel increased school connectedness are less likely to be chronically absent. Increased attendance rates will also have a positive impact on graduation rates, as Low-Income students, English Learners, and Foster Youth need to be in school to increase the likelihood of their graduating.

With the implementation of SEL and the additional supports we expect to see increased connectedness to school, increased feelings of safety, declines in chronic absenteeism, increases in attendance rates, and increases in graduation rates for our Low-Income students, and Foster Youth, including those with exceptional needs, as a result of the programs implemented in this action.
Action 2.4 –

Needs, Conditions, or Circumstances:

Student and parent educational partners have indicated that, for low-income students, transportation to and from school on inclement days is often not possible from family members, and students are often placed in possibly dangerous situations walking in some less-developed areas. Their attendance and engagement are impacted by the lack of available, reliable transportation.

The actions, or aspect(s) of the actions, based on these considerations:

Goal 2, Action 4 – CUSD will provide an increased Transportation Program consisting of an additional 61 stops and a reduced walking distance of half a mile from the school site.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

By providing Low-Income students, English Learners, and Foster Youth with safe, reliable transportation to and from school and ensuring they can arrive without spending an excessive amount of time on the bus, we will be giving them the opportunity to be at school daily and stay for the entire school day, which would increase their instructional time in their classes. It will also do more to ensure that they have sufficient time to complete their homework, engage in family activities, and get plenty of sleep. As a result, we expect to increase attendance rates, and reduce chronic absenteeism. This is also expected to increase feelings of school connectedness and result in higher academic achievement.

Action 2.5 --

Needs, Conditions, or Circumstances:

It is evident that our educational partners feel it's important to focus on providing opportunities for our students to engage in play and exercise in school to maintain healthy lifestyles and maximize their potential. In the District's most recent survey, "Healthy Lifestyle" was selected as an area of focus by almost one-half of parents who responded. Less than 33% of students who responded to surveys were satisfied with the conditions of their school grounds, a result that correlates with declining percentages of students feeling connected to school. These feelings of dissatisfaction are underscored by declining percentages of Low-Income students who feel connected to school.

Our low-income students have lacked access to the benefits of being active in physical education and, at the high school level, co-curricular and extracurricular activities. The small size of our District has limited the resources we have to provide more play space and more activities. Our resources have constrained the opportunities we are able to offer. Expansion of available field space and equipment would allow us to make these opportunities available to our Low-Income students whose families cannot afford to travel out-of-town to join those programs.

Within the area served by the CUSD, the only safe, clean, and open spaces equipped for outdoor physical education, extracurricular, and open play areas are the school fields at our elementary and high school. Caruthers and the communities of our feeder schools lack recreational areas where students can participate in physical or athletic activities. Maximizing participation and access to these activities have a direct effect on the positive school climate experienced by Low-Income students.

Our Low-Income students have low participation and engagement in play due to often-limited access denying them the social-emotional and cognitive benefits. "In addition to sparking cognitive skills, experts also suggest that play can help children cope with the trauma of growing up during a pandemic. Leading pediatric experts recently declared a national emergency in children's mental health and the Surgeon General has called for a swift response to the deepening crisis among youth today...However, access to play and exercise is not equal. One recent

study showed that low-income kindergartners often get less physical activity than their higher-income peers. Such disparities may only deepen achievement gaps." **

2020-21 CAASPP Science assessments showed that our Low-Income students were significantly behind Overall results (10.6% v. 12.4%, respectively). For English Learners, the gap was even greater (1.6% v. 12.4%). Outdoor spaces for project-based STEAM learning that can be delivered in smaller groups to better address the academic needs of our Low-Income students and English Learners would contribute to closing these gaps.

The actions, or aspect(s) of the actions, based on these considerations:

In order to improve student outcomes related to student engagement, school climate, and connectedness for our Low-Income students, the District will expand available athletic fields and recreational areas, for greater access to sports, extra-curricular, and co-curricular activities for Low-Income students at all of our schools.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Engagement in a broad range of physical education and co-curricular and extracurricular activities has a direct impact on students' success, as evidenced in multiple research studies. Promoting greater extracurricular participation for our Low-Income students is likely to improve their and academic outcomes. CUSD is addressing the limited access to outdoor play areas/fields and access to extracurricular activities by expanding playfields, sports fields, through improvements that will increase access. Expansion will include all-weather surfaces that will provide Low-Income students' year-round access to those areas. Providing these spaces will increase students' feelings of connectedness and school engagement, which will also lead to higher academic performance on state assessments.

Goal 3: Guide and prepare all students, including Low-Income, English Learners, and Foster Youth students, for post-secondary opportunities.

Action 3.1: Needs, Conditions, or Circumstances:
For the Early Assessment Program (EAP) students scoring "Ready" metric, the most recent data for comparison purposes is from 2020-21. The results shown are compared to the baseline year of 2018-19, because the SBAC was not administered during the 2019-20 school year. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results." Less than half of the eligible 11th grade students at CHS took the 2021 assessment, so the results cannot be considered conclusive, and are meant to use as an additional data point for future planning:

	2019 ELA	2021 ELA	Change	2019 Math	2021 Math	Change
Overall	15.3%	21.4%	+6.1	3.2%	8.3%	+5.1
Low Income	14.2%	19.1%.	+4.9	3.0%	1.6%	-1.4
Hispanic	13.7%	18.6%	+4.9	2.4%	0%	-2.4

Though overall results were higher, the EAP data indicate that the effects of the pandemic disproportionately affected Low-Income students and Hispanic students in math and that significant gaps between those groups and our overall student performance in math may have been exacerbated by the impacts of school closures and distance learning.

Graduation rates declined for all groups, a trend that was noted throughout Fresno County and the Central Valley. A-G completion rates and AP exam pass rates were lower than District expectations for 2021 and declined from 2020. It is difficult to ascertain what impact the pandemic had on these rates, but we believe it was significant because of evidence that students were less engaged through distance learning and school closures. Increases in A-G completion rates for English Learners and Students with Disabilities still left them far behind overall student performance in completing the requirements for admission to University of California or the California State University system.

English Learners continue to lag significantly behind their graduating peers in the Dashboard College and Career indicator readiness measures.

The most recent graduation rate data shown below reflect declines that are seen across the County. The District remains committed to raising graduation rates for all groups, closing gaps in grad rates, and achieving an overall rate above 95%. Goal 3 in the LCAP demonstrates the District's commitment to having all of our students graduate from high school with a plan for post-secondary success.

Students expressed several ideas around the theme of post-secondary preparation: An emphasis on roles or path for high school and beyond, possibly creating cohort groups that stay with same advisory teacher all four years to feel connected to help for students to establish a path for after high school and great bond to teacher and students in class. In that vein, another suggestion was for teachers to be "assigned" so they can get to know the students well and can write letters of recommendation for college applications. Some students felt that all students should be able to be A-G compliant and then decide if they want to go to college, etc. They asked that college field trips continue, as they are important and have really helped in showing the path to college is available. Finally, regarding post-secondary preparation, another suggestions was to provide more AP prep test books, an SAT prep course, and increased counseling services. Students also mentioned the addition of an ASL course because they have read there is a shortage of experts to sign for meetings and events.

The District recognizes that the early Assessment Program (EAP), requirements for entry into UC/CSU (A-G), completion of a Career/Technical Education pathway (CTE), passing Advanced Placement exams (AP), College and Career readiness (CCI), and Graduation Rates were all inter-related and were all measures of skills and knowledge that pointed toward preparation for post-secondary success. As noted above, our Low-Income students and English Learners are lagging behind their peers in several of those indicators, and teachers' anecdotal information is that Foster Youth are lagging, as well. In order to ensure that those student groups are poised for that success, the District looked at successful programs throughout California and determined that a multi-faceted approach that recognized the interrelatedness of the skills and knowledge and addressed those as part of a plan for success, and that recognized that preparation for college and career readiness begins before high school, would be effective with our students. Prior to the pandemic, the District's efforts to prepare students for success after graduation were bearing fruit. Between the baseline year and 2018-19, The District saw a 4.3% increase in Low-Income students graduating having met UC/CSU enrollment (A-G) requirements, and English Learners experiencing an almost 8% increase. The percentage of low-income high school juniors meeting the Early Assessment Program (EAP) readiness standard in ELA increased by more than half of the baseline, as it also did in math. This also demonstrated that achievement gaps were closing, as the overall improvement was 1.6%. Students enrolled in CTE courses increased during the same time period from 71% to 84.6% overall, climbing from 70.6% to 86% for Low-Income students. The pathway completion rates showed similar increases from the baseline to 2019-20, increasing by 13.5% overall, and 13.7% for Low-Income students. Based on this evidence of it's effectiveness, the District continued Goal 3, Action 1, with emendations, from the 2019-20 LCAP to the 2021-24 plan. Though there are still metrics in which results are not up to expectations, the improvements in EAP achievement for Low-Income students, and the significant increases in students graduating with plans for post-

secondary success are indicators that the action is working.

The actions, or aspect(s) of the actions, based on these considerations:
Goal 3, Action 1 -- The District will provide:

- Increased access to counseling services to support monitoring the progress and advising Low-Income students, English Learners, and Foster Youth toward successful graduation, enrollment in AP classes, and completion of A-G and/or pathway requirements.
- Increased academic guidance and academic opportunities to participate in a broad course of study in preparation for post-secondary eligibility to better meet the needs of Low Income Students, English Learners, and Foster Youth.
- Monitoring of Low Income Students, English Learners, Foster Youth progress in meeting post-secondary eligibility, utilizing various data systems to review graduation requirements, A-G and CTE completion, and enrolled in courses necessary to apply to four-year universities, prepare for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation.
- Provide American Sign Language (ASL) as a CTE class to increase the employability of our Low-Income students post graduation. ASL was recognized by Low-Income students at CHS as a possible pathway to good-paying jobs after graduation, as they believe that there is a shortage of expert "signers", and the suggestion was made to the school principal. Students also pointed out that it could serve as another language to increase the offerings for world Languages.
- College and career field trips for Low Income Students, English Learners, and Foster Youth in grades 7th-12th, where they can see what a four-year college campus looks like, and talk to college educators and students from similar circumstances who will encourage them to attend. Also visit at least one CTE program at a community college so they can learn about a greater variety of post-secondary career paths than it is possible to provide at a small high school like Caruthers High. Additionally, they will talk to college educators and students from similar circumstances who will encourage them to attend.
- FASFA and Dream Act workshops for Low Income Students, English Learners, and Foster Youth.
- College prep workshops for Low Income Students, English Learners, and Foster Youth. The Education Commission of the States (E.C.S.) found that "students and parents are misinformed about what it takes to prepare for college. Fewer than 12 percent of high-schoolers even know what courses they should take...students whose parents did not go to college are at a particular disadvantage." These workshops will support their understanding of what is possible for students to continue their education after high school.
- Recruiting Low-Income students, English Learners, Foster Youth for AP classes
- PSAT fees for Low-Income students, English Learners, Foster Youth so their financial circumstances do not prevent them form taking the exam that may be necessary for some scholarships and admission to some universities.
- A CTE/ROP Coordinator to support Low Income Students, English Learners, and Foster Youth in completing pathways
- A High School Migrant Counselor who assists parents with EL and Low-Income Migrant program activities, recruit for migrant conferences and events. Most of our parents of migrant students are not English speakers and did not graduate from college. As noted above, they and their children may be at a disadvantage when it comes to understanding what is necessary to prepare for college.The Migrant Counselor will support those families to help their children in preparing for post-secondary success.
- Low Income Students, English Learners, and Foster Youth Parents' conferences regarding: student academic progress, post-secondary plans, and personal needs

- Develop and implement a plan for student tutors to support Low Income Students, English Learners, and Foster Youth, an initiative requested by and organized by Low-Income students and English Learners who want more focused academic support to prepare for exams and graduate successfully.

How the action is intended to help achieve an expected measurable outcome of the associated goal:
Goal 3, Action 1 -- Edward Locke and Gary Latham (1990) found in their research, goals not only affect behavior as well as job performance, but they also help mobilize energy which leads to a higher effort overall. Higher effort leads to an increase in persistent effort. Locke and Latham's research have shown us that goal setting is indeed very effective. In the 1968 article "Toward a Theory of Task Motivation" Locke showed us that clear goals and appropriate feedback served as a good motivator. (Locke, 1968). Locke's research also revealed that working toward a goal is a major source of motivation, which, in turn, improves performance. Locke reviewed over a decade of research of laboratory and field studies on the effects of goal setting and performance. Locke found that over 90% of the time, goals that were specific and challenging, but not overly challenging, led to higher performance when compared to easy goals or goals that were too generic such as a goal to do your best. Dr. Gary Latham also studied the effects of goal setting in the workplace. Latham's results supported Locke's findings and showed there is indeed a link that is inseparable between goal setting and workplace performance. Locke and Latham published work together in 1990 with their work "A Theory of Goal Setting & Task Performance" stressing the importance of setting goals that were both specific and difficult. Locke and Latham also stated that there are five goal-setting principles that can help improve chances of success:
Clarity
Challenge
Commitment
Feedback
Task Complexity
This action is based upon the principles outlined in Locke and Latham's research, that by helping Low-Income students, English Learners, and Foster Youth to set clear, challenging goals, monitoring those goals and providing actionable feedback, and supporting every students commitment to his or her goal, will result in increased student outcomes in all of the metrics associated with this goal, with those students closing achievement gaps.
The intent of providing these increased supports, staffing, and opportunities for Low-Income students, English Learners, and Foster Youth high school students is to better prepare them for post-secondary success. Specifically, additional/increased access to information, experiences, activities, and the targeted support from well-informed adults at school are designed to address the root cause of low participation in activities that promote post-secondary preparedness so that students better understand how to position themselves for success after K-12 and successfully engage in a variety of post-secondary opportunities.

We were successful in providing increased access to counseling services at the high school. The increased academic guidance and academic opportunities to participate in a broad course of study in preparation for postsecondary eligibility to better meet the needs of low income and EL pupils combined with monitoring of students' progress in meeting post-secondary eligibility was successful as the student groups large enough to report data showed double digit increases in the percentages that graduated with a confirmed plans of enrollment in college, university, vocational program, or military. FASFA and Dream Act workshops were held, as were college prep workshops for Low-Income students, English Learners, and Foster Youth. Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes took place. The District paid the PSAT fees for Low-Income students, English Learners, and Foster Youth who took

the exam. The success of the CTE/ROP Coordinator to support students in completing pathways is reflected in completion rates overall and for student groups almost doubling, or more, from baseline rates. Parent conferences for Low-Income students, English Learners, Foster Youth regarding student academic progress, post-secondary plans, and personal needs were also successful, again as shown in the percentages of students graduating with post-secondary plans.

We expect to see increases in all of the metrics associated with this goal.

Supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. Using the "intervention pyramid" as a reference point, academic and social-emotional supports will be part of instruction for all students with particular focus on English Learners, Foster Youth, and Low-Income students, increasing as individual students are identified for more intensive supports.

Most of these actions and services are being performed on a schoolwide or districtwide basis in order to increase the positive impacts of these actions and services for our Low-Income students, English Learners, and Foster Youth. This means of delivering services and use of resources is believed to be the best way of engaging those students in ways that avoid tracking or forced segregation into a "class structure." C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture. The exceptions are Action 1.9, which is specifically for English Learners, and 2.5, which is directed toward Low-Income students.

The District's support for Low-Income students, English Learners, and Foster Youth will not be limited to LCFF-funded actions. Funded by Expanded Learning Opportunity Grant funds this year, the District will also provide a summer extended learning program for learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades K-12. Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014], The expenditures for these actions will not be considered "contributing" to the District meeting its mandatory percentage of increased/improved services, but these supports are directed towards addressing the needs of our high-risk populations who have been disproportionately adversely affected – academically, emotionally, and physically -- by the pandemic.

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

The Caruthers Unified School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of $20,392,452 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our Low-Income students, English Learners, and Foster Youth, the District uses its LCFF supplemental and concentration (S/C) funds of $5,738,301 including carryover, and other resources to provide the additional actions and services as described above. For example, in order to increase graduation rates, and improve academic outcomes for our high-needs students, the District has used S/C funds to hire properly credentialed teachers and provide clean, safe spaces for the purpose of reducing class sizes as needed for grades 4-12.

Most increased/improved services are Districtwide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of Low-Income students, English Learners, and Foster Youth. The exception is Action 1.9, which is specifically for English Learners. These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for Low-Income students, English Learners, and Foster Youth. We believe no action provides a disproportionate increase or improvement in services for the 9% of students not included in the those student groups.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 44.54% noted at the top of this section.

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.

Action 1.4: Based on the needs of our Low Income and English Learner students, who have experienced disproportionate learning losses in math and ELA, and who have higher chronic absenteeism rates than the Overall student population, the District will use its 15% Concentration Grant Add-on to hire an Opportunities Class teacher to address learning loss and provide more individual social-emotional support.
Action 2.3: Since the start of the pandemic, our Low Income, Foster Youth, and English Learner students, who have experienced disproportionate learning losses in math and ELA, have also experienced higher chronic absenteeism rates than the Overall student population. Based on these identified needs, and suggestions from our educational partners to expand social-emotional supports, the District will use its 15% Concentration Grant Add-on to hire an additional Mental Health Clinician, four Mental Health Interns, and an additional full-time LVN to support students physical and social-emotional health.
Action 3.1: The EAP data indicate that the effects of the pandemic disproportionately affected Low-Income students in math and that significant gaps between that student group and our overall student performance in math may have been exacerbated by the impacts of school closures and distance learning. English Learners continue to lag significantly behind their graduating peers in the Dashboard College and Career indicator readiness measures. Both Low-income students and English Learners are achieving lower levels of A-G completion

and graduation rates than the high school graduating cohort as a whole. To address these issues, the District will use its 15% Concentration Grant Add-on to hire a Director of College and Career Readiness to provide direct services to students, and a Careers in Education instructor to guide students in that pathway.

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	0	73:1569
Staff-to-student ratio of certificated staff providing direct services to students	0	99:1569

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,341,202.00	$3,152,802.00	$1,121,319.00	$1,831,550.00	$27,446,873.00	$19,124,558.00	$8,322,315.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Qualified, Credentialed Teachers	All	$6,615,657.00	$0.00	$0.00	$227,407.00	$6,843,064.00
1	1.2	Professional Development for Staff	English Learners Foster Youth Low Income	$414,847.00	$0.00	$0.00	$117,811.00	$532,658.00
1	1.3	Student Data and Assessment	English Learners Foster Youth Low Income	$21,549.00	$0.00	$0.00	$0.00	$21,549.00
1	1.4	Supplemental Instruction and Materials	English Learners Foster Youth Low Income	$57,783.00	$0.00	$0.00	$207,515.00	$265,298.00
1	1.5	Instructional Leadership and Guidance Support	English Learners Foster Youth Low Income	$400,663.00	$0.00	$0.00	$0.00	$400,663.00
1	1.6	Early Childhood Education	All	$0.00	$567,289.00	$0.00	$0.00	$567,289.00
1	1.7	Students with Exceptional Needs	Students with Disabilities	$84,330.00	$1,507,718.00	$0.00	$520,829.00	$2,112,877.00
1	1.8	Extended Learning	English Learners Foster Youth Low Income	$17,901.00	$64,610.00	$546,436.00	$20,400.00	$649,347.00
1	1.9	Improving English Language Development Instruction	English Learners	$64,191.00	$0.00	$0.00	$38,800.00	$102,991.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Smaller Class Sizes	English Learners Foster Youth Low Income	$2,452,914.00	$0.00	$0.00	$0.00	$2,452,914.00
1	1.11	Access to a Broad Course of Study	All	$5,012,915.00	$1,013,185.00		$642,416.00	$6,668,516.00
2	2.1	Parent Engagement	English Learners Foster Youth Low Income	$26,488.00	$0.00	$0.00	$56,372.00	$82,860.00
2	2.2	Maintaining Clean, Safe Facilities	All	$3,298,646.00	$0.00	$0.00	$0.00	$3,298,646.00
2	2.3	School Culture and Social Behavior	English Learners Foster Youth Low Income	$652,314.00	$0.00	$0.00	$0.00	$652,314.00
2	2.4	Transportation for Easier School Access	English Learners Foster Youth Low Income	$481,689.00	$0.00	$448,547.00	$0.00	$930,236.00
2	2.5	Expanded Access to Recreation Spaces	Low Income	$398,907.00				$398,907.00
3	3.1	College & Career and Post-Secondary Education	English Learners Foster Youth Low Income	$1,340,408.00	$0.00	$126,336.00	$0.00	$1,466,744.00

2022-23 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
$14,263,203	$5,738,301	40.23%	4.31%	44.54%	$6,329,654.00	0.00%	44.38 %	**Total:**	$6,329,654.00
								LEA-wide Total:	$6,329,654.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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	Professional Development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,847.00	$0
1	1.3	Student Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,549.00	$0
1	1.4	Supplemental Instruction and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,783.00	$0
1	1.5	Instructional Leadership and Guidance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,663.00	$0
1	1.8	Extended Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,901.00	$0
1	1.9	Improving English Language Development Instruction	Yes	LEA-wide	English Learners	All Schools	$64,191.00	$0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,452,914.00	$0
2	2.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,488.00	$0
2	2.3	School Culture and Social Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$652,314.00	$0
2	2.4	Transportation for Easier School Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$481,689.00	$0
2	2.5	Expanded Access to Recreation Spaces	Yes	LEA-wide	Low Income	All Schools	$398,907.00	$0
3	3.1	College & Career and Post-Secondary Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,340,408.00	$0

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,709,580.00	$31,879,277.00

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**	Qualified, Credentialed Teachers	No	$10,236,027.00	$10,362,437
1	**1.2**	Professional Development for Staff	Yes	$802,795.00	$548,188
1	**1.3**	Student Data and Assessment	Yes	$21,549.00	$21,549
1	**1.4**	Supplemental Instruction and Materials	Yes	$522,169.00	$318,697
1	**1.5**	Instructional Leadership and Guidance Support	Yes	$272,337.00	$272,821
1	**1.6**	Early Childhood Education	No	$498,291.00	$539,906
1	**1.7**	Students with Exceptional Needs	No	$1,919,026.00	$2,028,798
1	**1.8**	Extended Learning	No	$892,726.00	$698,967
1	**1.9**	Improving English Language Development Instruction	Yes	$68,637.00	$108,763
1	**1.10**	Smaller Class Sizes	Yes	$2,131,265.00	$2,373,415

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Access to a Broad Course of Study	No	$4,638,882.00	$4,654,848
2	2.1	Parent Engagement	Yes	$49,550.00	$28,209
2	2.2	Maintaining Clean, Safe Facilities	No	$3,560,209.00	$7,743,254
2	2.3	School Culture and Social Behavior	Yes	$129,469.00	$155,614
2	2.4	Transportation for Easier School Access	Yes	$867,823.00	$910,110
3	3.1	College & Career and Post-Secondary Education	Yes	$1,098,825.00	$1,113,701

2021-22 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)
$5,499,179	$4,953,936.00	$4,907,826.00	$46,110.00	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	Professional Development for Staff	Yes	$604,967.00	$410,706	$0	$0
1	1.3	Student Data and Assessment	Yes	$21,549.00	$21,549	$0	$0
1	1.4	Supplemental Instruction and Materials	Yes	$57,783.00	$57,783	$0	$0
1	1.5	Instructional Leadership and Guidance Support	Yes	$272,337.00	$272,821	$0	$0
1	1.9	Improving English Language Development Instruction	Yes	$21,012.00	$21,012	$0	$0
1	1.10	Smaller Class Sizes	Yes	$2,131,265.00	$2,373,415	$0	$0
2	2.1	Parent Engagement	Yes	$26,488.00	$26,488	$0	$0
2	2.3	School Culture and Social Behavior	Yes	$129,469.00	$155,614	$0	$0
2	2.4	Transportation for Easier School Access	Yes	$590,241.00	$454,737	$0	$0
3	3.1	College & Career and Post-Secondary Education	Yes	$1,098,825.00	$1,113,701	$0	$0

2021-22 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)
$13,735,586	$5,499,179	0	40.04%	$4,907,826.00	0.00%	35.73%	$591,353.00	4.31%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the 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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