

# LCFF Budget Overview for Parents

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

CDS Code: 10-75598

School Year: 2021-22

LEA contact information:

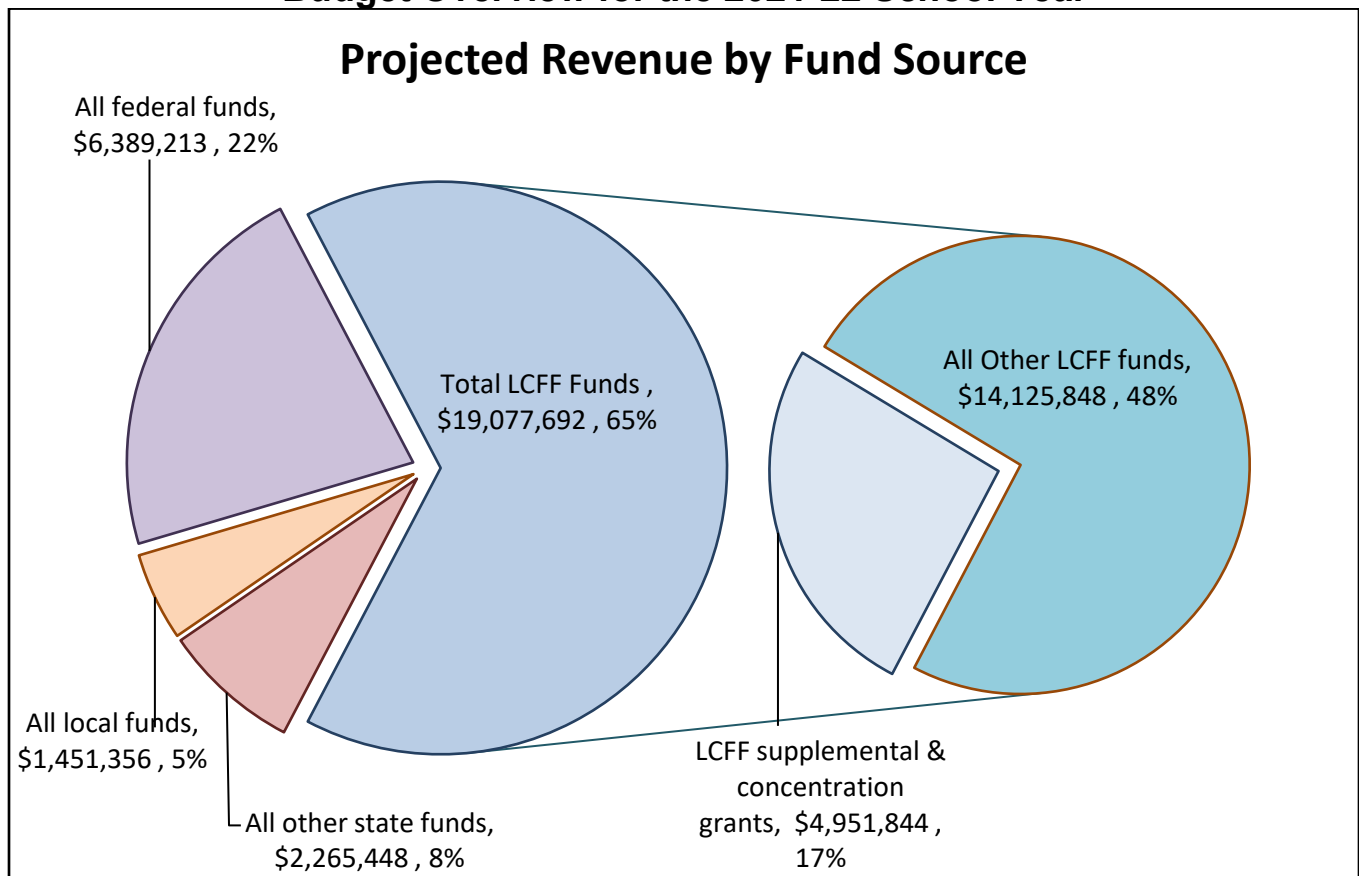
Marla Dominguez

Caruthers Elementary School

559-495-6431

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

## Budget Overview for the 2021-22 School Year

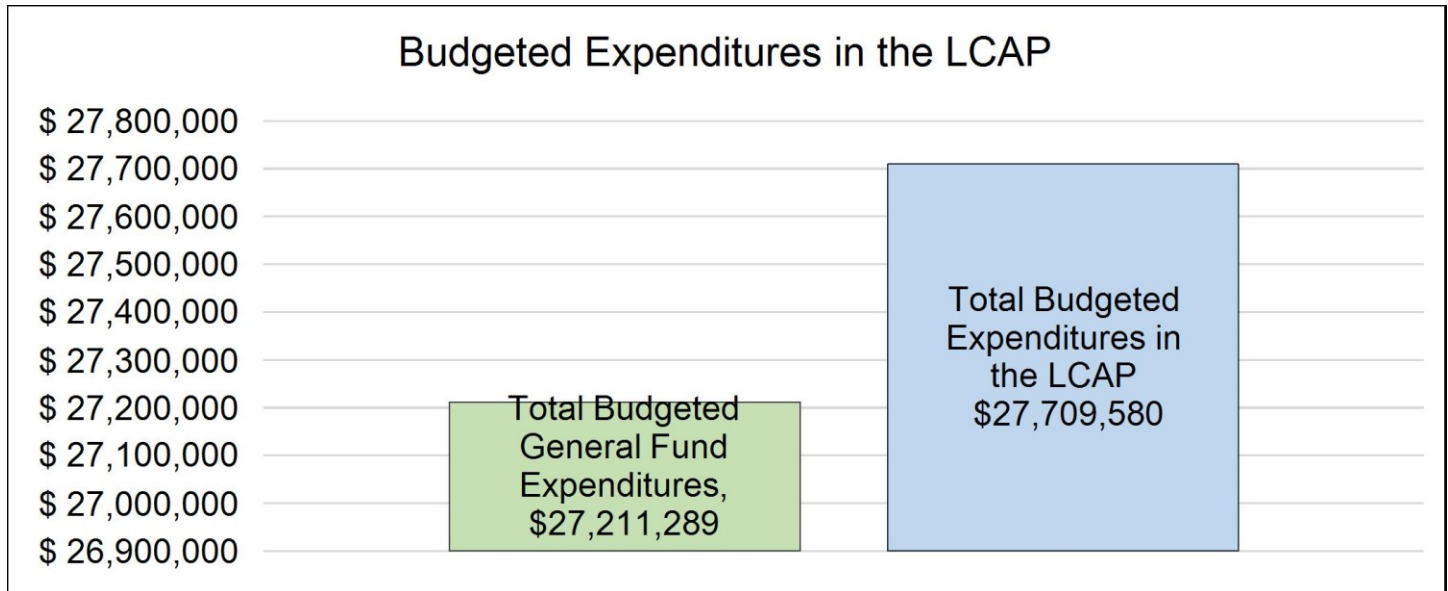


This chart shows the total general purpose revenue Caruthers Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Caruthers Unified School District is \$29,183,709, of which \$19,077,692 is Local Control Funding Formula (LCFF), \$2,265,448 is other state funds, \$1,451,356 is local funds, and \$6,389,213 is federal funds. Of the \$19,077,692 in LCFF Funds, \$4,951,844 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Caruthers Unified School District plans to spend \$27,211,289 for the 2021-22 school year. Of that amount, \$27,709,580 is tied to actions/services in the LCAP and \$-498,291 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

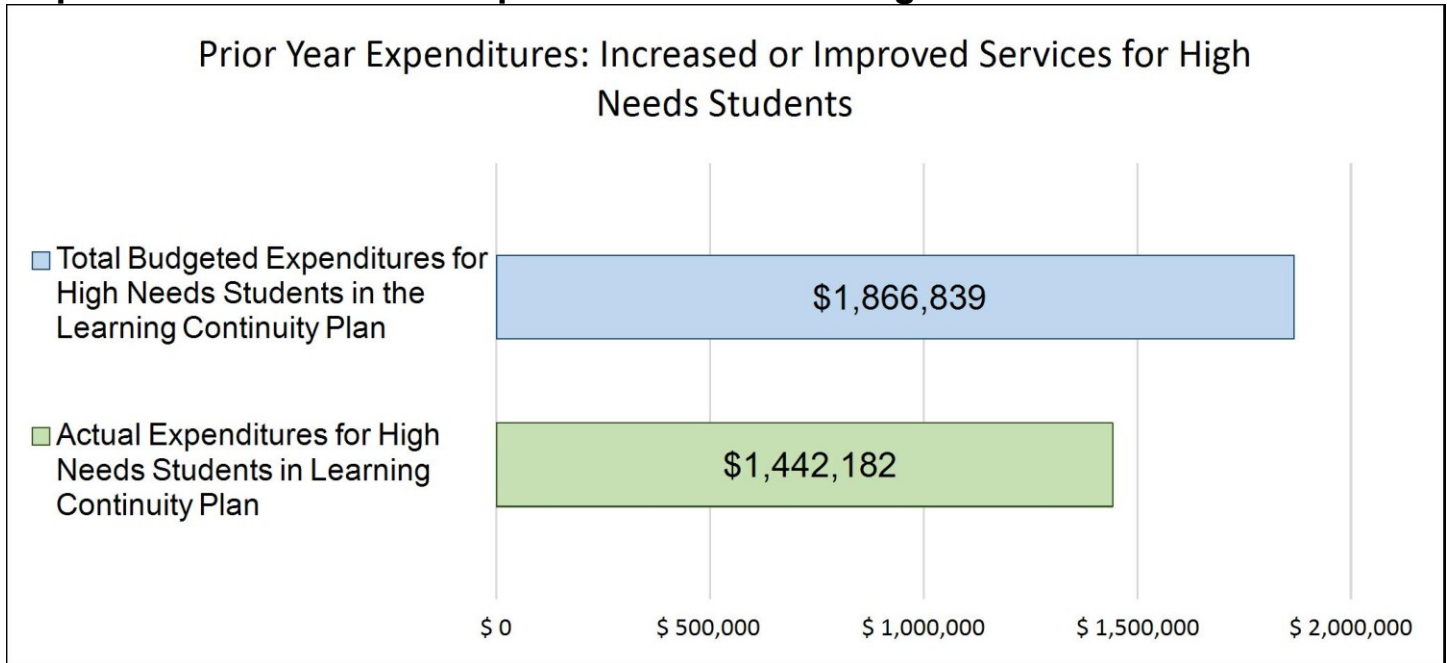
All General Fund expenditures were included. The District also included the costs for the preschool program (\$498K) to provide parents with the full costs of the LCAP actions.

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

In 2021-22, Caruthers Unified School District is projecting it will receive \$4,951,844 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 \$4,953,936 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Caruthers Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Caruthers Unified School District's Learning Continuity Plan budgeted \$1,866,839 for planned actions to increase or improve services for high needs students. Caruthers Unified School District actually spent \$1,442,182 for actions to increase or improve services for high needs students in 2020-21.

The following changes in services and budget sources accounted for the \$424,657 difference in expenditures:

The District provided meals to students on days when students were distance learning. The cost of bussing during that time was shifted to federal Covid sources rather than supplemental/concentration funding.

The District provided staff development related to distance learning paid for by federal/state Covid sources. Originally planned staff development was not able to be held.

Originally planned materials for parent engagement was not utilized. However, parents were frequently engaged with as part of the District's response to Covid.

Title III was used for ELD expenditures rather than LCFF sources.

The District will provide summer school in June 2021 but the federal Covid funds will be charged rather than LCFF.

The District was not able to provide field trips due to the Pandemic and the need for social distancing.

The Music program was scaled back significantly in 20-21 due to the Pandemic.

The Ag program was scaled back as well in 20-21.

One of the CTE courses was not able to be taught in 20-21 due to Covid.

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

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

LEA Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Dominguez Caruthers Elementary School	mdominguez@caruthers.k12.ca.us 559-495-6431

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

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> STANDARDS ALIGNED CURRICULUM/ EL ACCESS TO COMMON CORE AND ELD STANDARDS</p> <p><b>19-20</b> Maintain 100% of students having access to standards aligned curriculum</p> <p><b>Baseline</b> All students have access to standards aligned curriculum during 2015-2016 school year</p>	<p>STANDARDS ALIGNED CURRICULUM/ EL ACCESS TO COMMON CORE AND ELD STANDARDS</p> <p>100% of students had access to standards aligned curriculum, including EL access to core and ELD standards.</p>
<p><b>Metric/Indicator</b> STATE STANDARDS IMPLEMENTATION AS MEASURED BY CLASS WALK THROUGH FORMS</p> <p><b>19-20</b> Maintain 100% of the classroom walkthrough forms will reflect standards implementation.</p> <p><b>Baseline</b></p>	<p>STATE STANDARDS IMPLEMENTATION AS MEASURED BY CLASS WALK THROUGH FORMS</p> <p>Classroom walkthrough forms reflected that state standards were implemented in 100% of district classrooms.</p>

Expected	Actual
100% of the classroom walkthrough forms will reflect standards implementation.	
<p><b>Metric/Indicator</b> MIDDLE SCHOOL DROPOUT RATE</p> <p><b>19-20</b> Maintain 0% dropout rate</p> <p><b>Baseline</b> Data 2015-2016 Caruthers Elementary (middle school included) 0% dropout rate</p>	<p>MIDDLE SCHOOL DROPOUT RATE</p> <p>The rate was maintained at 0%. [CALPADS, 2018-19]</p>
<p><b>Metric/Indicator</b> HIGH SCHOOL DROPOUT RATE</p> <p><b>19-20</b> Less than 1%</p> <p><b>Baseline</b> Data 2015-2016 Caruthers High School 0.5 % dropout rate</p>	<p>HIGH SCHOOL DROPOUT RATE</p> <p>2.9% [2018-19 DataQuest Four-Year Adjusted Cohort Outcome]</p>
<p><b>Metric/Indicator</b> SMARTER BALANCED ENGLISH LANGUAGE ARTS ASSESSMENT</p> <p><b>19-20</b> Positive 5 point growth SWD positive 5 point growth</p> <p><b>Baseline</b> Data 2015-2016 The district average is 40.2 distance from 3.</p>	<p>SMARTER BALANCED ENGLISH LANGUAGE ARTS ASSESSMENT</p> <p>Overall: Decline of 4.4 points distance from standard SWD: Decline of 10.5 points EL: Decline of 2.0 points Hispanic: Decline of 2.1 points SED: Decline of 1.6 points White: Decline of 20.7 points</p> <p>[2019 California School Dashboard]</p>
<p><b>Metric/Indicator</b> SMARTER BALANCED MATH ASSESSMENT</p> <p><b>19-20</b> Positive 5 point growth SWD positive 5 point growth</p>	<p>SMARTER BALANCED MATH ASSESSMENT</p> <p>Overall: Decline of 11.4 points distance from standard SWD: Decline of 1.2 points EL: Decline of 12.2 points Hispanic: Decline of 9.1 points</p>

Expected	Actual
<p><b>Baseline</b> Data 2015-2016 The district average is 45.4 distance from 3</p> <p><b>Metric/Indicator</b> EAP: % PUPILS SCORING “READY” OR HIGHER ELA</p> <p><b>19-20</b> 16%</p> <p><b>Baseline</b> Data 2015-2016 13.8% of CUSD students were ready or higher for college level English.</p>	<p>SED: Decline of 10.0 points White: Decline of 23.2 points</p> <p>[2019 California School Dashboard]</p> <p>EAP: % PUPILS SCORING “READY” OR HIGHER ELA</p> <p>All Students: 15.29% SWD: 0% EL: 8.33% Hispanic: 13.71% SED: 14.18% White: 21.05%</p> <p>[DataQuest, SBAC ELA Assessments, 2018-19]</p>
<p><b>Metric/Indicator</b> EAP: % PUPILS SCORING “READY” OR HIGHER MATH`</p> <p><b>19-20</b> 8%</p> <p><b>Baseline</b> Data 2015-2016 5.6% of CUSD students were conditionally ready or higher for college level mathematics.</p>	<p>EAP: % PUPILS SCORING “READY” OR HIGHER MATH</p> <p>All Students: 3.23% SWD: 0% EL: 0% Hispanic: 2.44% SED: 3.01% White: 5.26%</p> <p>[DataQuest, SBAC Math Assessments, 2018-19]</p>
<p><b>Metric/Indicator</b> EL ANNUAL GROWTH AS MEASURED BY THE PERCENTAGE OF STUDENTS WHO INCREASED A LEVEL ON THE CELDT/ELPAC ANNUAL TEST.</p> <p><b>19-20</b> 53%</p> <p><b>Baseline</b> Data 2015-2016 38%</p>	<p>EL ANNUAL GROWTH AS MEASURED BY THE PERCENTAGE OF STUDENTS WHO INCREASED A LEVEL ON THE CELDT/ELPAC ANNUAL TEST.</p> <p>45.4%, Medium performance level</p> <p>[2019 California School Dashboard]</p>



Expected	Actual
<p><b>Metric/Indicator</b> EL RECLASSIFICATION AS MEASURED BY PRIOR YEAR NUMBER OF RE-DESIGNATED STUDENTS</p> <p><b>19-20</b> 26%</p> <p><b>Baseline</b> Data 2016-2017 CUSD 17%</p> <p><b>Metric/Indicator</b> SCHOOL CLIMATE SURVEY- % RESPONSES OF STUDENTS FEELING CONNECTED TO SCHOOL</p> <p><b>19-20</b> 5% increase to all grade levels</p> <p><b>Baseline</b> Data 2016-2017 California Healthy Kids Survey 5th~ 58% 7th~ 50% 9th~ 42% 11~ 35%</p>	<p>EL RECLASSIFICATION AS MEASURED BY PRIOR YEAR NUMBER OF RE-DESIGNATED STUDENTS</p> <p>The reclassification rate was 0%.</p> <p>[DataQuest 2018-19 English Learner, Annual Reclassification Counts and Rates]</p> <p>SCHOOL CLIMATE SURVEY -- % RESPONSES OF STUDENTS FEELING CONNECTED TO SCHOOL</p> <p>5th – 58% 7th – 50% 9th – 54% 11th – 52%</p> <p>[2018-19 CHKS]</p>
<p><b>Metric/Indicator</b> SCHOOL CLIMATE SURVEY- % RESPONSES OF STUDENTS FEELING VERY SAFE AT SCHOOL.</p> <p><b>19-20</b> 3% increase to all grade levels</p> <p><b>Baseline</b> Data 2016-2017 California Healthy Kids Survey 5th~ 75% 7th~ 60% 9th~ 65% 11~ 62%</p>	<p>SCHOOL CLIMATE SURVEY- % RESPONSES OF STUDENTS FEELING VERY SAFE AT SCHOOL.</p> <p>5th -- 75% 7th -- 60% 9th -- 53% 11th -- 56%</p> <p>[2018-19 CHKS]</p>
<p><b>Metric/Indicator</b> PARENT ENGAGEMENT AS MEASURED BY A SUMMARY OF PROGRESS BASED WHETHER ON 1) INFORMATION COLLECTED THROUGH SURVEYS OF PARENT/ GUARDIANS OR 2) OTHER LOCAL MEASURES</p> <p><b>19-20</b> More than 40 opportunities will be offered for parental involvement.</p>	<p>PARENT ENGAGEMENT AS MEASURED BY A SUMMARY OF PROGRESS BASED ON 1) INFORMATION COLLECTED THROUGH SURVEYS OF PARENT/ GUARDIANS OR 2) OTHER LOCAL MEASURES</p> <p>Due to the COVID-19 pandemic and closure of schools, the parent surveys were focused on meeting the needs of families for instructional support, technology, social-emotional supports, and food services associated with distance learning.</p>

Expected	Actual
<p><b>Baseline</b> Data 2015-2016 42 Parent opportunities offered</p>	<p>Parents were asked to complete an online survey regarding what the District was doing well and what might be improved. Copies of the survey questions were available by request at the school sites. All materials, surveys, communications, and presentations were provided in English and Spanish. A total of 79 parents responded to the survey, and the results were reported to the CUSD Governing Board.</p> <p>Parents and families were also provided opportunities to participate and give input through online meetings. They were asked to comment regarding the preferences and challenges for distance learning, and also for a “hybrid” in-person model once students are allowed to return to classrooms. During the meetings, parents provided:</p> <ul style="list-style-type: none"> <li>• Clarifying questions and/or comments.</li> <li>• Input/suggestions for assessing and addressing learning loss, supports for students who are struggling or have special needs, supports for social and emotional well-being, and access to technology.</li> <li>• Concerns and suggestions for providing student meals in each model.</li> </ul> <p>Translation was provided orally at DELAC meetings; school DELAC representatives took the information back to ELAC for discussion and input.</p> <p>Throughout the Spring of 2020, the District sought input and reached out to families to encourage participation.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Administrators will continue to collaborate with teacher leadership teams that have been established to guide other peers in the relative focus of their team (e.g. grade level leads, department chairs, etc.).</p>	<p>Certificated salaries and benefits 1000/3000 LCFF 51,419</p>	<p>1000/3000 LCFF 51,419</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The LEA in collaboration with school sites will revise and refine benchmarks annually to be utilized in gauging students', specifically unduplicated students' progress in understanding Common Core State Standards.</p> <p>The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math &amp; ELA, which is blue) are Yellow or lower on the state indicator. Therefore, we will provide instructional support for low income, SWD, and EL pupils by using Illuminate as a data collection and analysis system that is more timely and effective to support immediate feedback for students. This action is principally directed towards and is effective in meeting the needs of our unduplicated students by ensuring that students will have supplemental curriculum that enhances the core curriculum and thereby increasing academic achievement for students and decreasing the smarter balance district average distance to 3</p>	<p>4000-4999: Books And Supplies LCFF 122,673</p> <p>Other State 4000-4999: Books And Supplies 77,327</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds 10,000</p>	<p>4000-4999: Books And Supplies LCFF 0</p> <p>4000-4999: Books And Supplies Other 168,885</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds 10,000</p>
<p>The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math &amp; ELA, which is blue) are Yellow or lower on the state indicator. Therefore, we will provide instructional support for low income and EL pupils by researching and purchasing supplemental curriculum best aligned with state adopted standards. This action is principally directed towards and is effective in meeting the needs of our unduplicated students by ensuring that students will have supplemental curriculum that enhances the core curriculum and thereby increasing academic achievement for students and decreasing the smarter balance district average distance to 3.</p>	<p>4000-4999: Books And Supplies LCFF 55,000</p> <p>4000-4999: Books And Supplies Federal Funds 61,320</p>	<p>4000-4999: Books And Supplies LCFF 55,000</p> <p>4000-4999: Books And Supplies Federal Funds 184,593</p>
<p>The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math &amp; ELA, which is blue) are Yellow or lower on the state indicator and therefor administrators will collaborate with teacher leadership teams that have been established to guide their peers in the relative focus of their team (e.g. assessments, math, language arts, etc.). The action is primarily directed toward improving and or increasing services toward unduplicated pupils who are historically underperforming. This will ensure that teachers have a qualified teacher leader who will be effective in instructional strategies, the direction and goals to communicate with their colleagues and</p>	<p>1000/3000 LCFF 44,500</p> <p>1000/3000 Federal Funds 0</p>	<p>1000/3000 LCFF 44,500</p> <p>1000/3000 Federal Funds 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>thereby increasing focused instructional time and academic achievement for these students</p> <p>The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math &amp; ELA, which is blue) are Yellow or lower on the state indicator and therefore we will continue to monitor students' academic progress utilizing data systems and refine a more systematic approach with educators in analyzing data to assess the effectiveness of various supplemental programs utilized. This action is primarily directed toward improving and increasing the services toward low income and EL pupils, who are historically underperforming and this will help so instruction can be more aligned to their specific needs to support unduplicated students and thereby increasing academic achievement for students.</p>	<p>Certificated salaries and benefits 1000/3000 LCFF 285,182</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds 1,350</p>	<p>1000/3000 LCFF 285,182</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds 1,350</p>
<p>This action is primarily directed towards improving and increasing services towards low income and EL pupils who are historically underperforming by increasing parental involvement by providing various forums to discuss and collaborate on what student expectations are via parent committees/organizations and provide various enrichment programs/events for parents with an emphasis on supporting unduplicated students. Research has shown that students' academic achievement increases when their parents are engaged with their learning and the school and thereby effective in meeting the needs of our unduplicated students.</p>	<p>Books and supplies/Services and othe 4000/5000 LCFF 18,712</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds 29,151</p> <p>Not Applicable Other 0</p>	<p>4000/5000 LCFF 18,712</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds 0</p> <p>Not Applicable Other 0</p>
<p>The CA Schools Dashboard shows that the district EL student group is Orange for ELA and math and Chronic absenteeism and therefor more engaging classes tend to contribute to increased academic learning and higher attendance. We will provide instructional support for teachers through professional development trainings, with an emphasis on EL instructional strategies and the use of technology and curriculum development as it relates to ELD standards adopted by SBE, this would help them better meet the needs of low income and EL pupils. This action is principally directed towards, and is effective in meeting the needs of our unduplicated students by ensuring that students will have qualified instructors who will be effective in EL instructional strategies for these students. This professional development will increase strategic instructional time and thereby increase academic achievement for unduplicated students.</p>	<p>Certificated salaries and benefits/Books and supplies/Services and other 000/3000/4000/5000 LCFF 228,876</p> <p>Certificated salaries and benefits/Books and supplies/Services and other 000/3000/4000/5000 Federal Funds 400,038</p>	<p>000/3000/4000/5000 LCFF 228,876</p> <p>000/3000/4000/5000 Federal Funds 345,181</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math &amp; ELA, which is blue) are Yellow or lower on the state indicator. Therefore, provide instructional support for educators through professional development trainings, focused on instructional strategies, use of technology and curriculum development as it relates to standards adopted by SBE, this would help them better meet the needs of low income and EL pupils. This action is principally directed towards, and is effective in meeting the needs of our unduplicated students by ensuring that students will have qualified instructors who will be effective in instructional strategies for these students. This professional development will increase strategic instructional time and thereby increase academic achievement for unduplicated students.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 7,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 7,500</p>
<p>The CA Schools Dashboard shows that the district EL student group is Orange for ELA and math and Chronic absenteeism and therefor administrators will collaborate with ELD teachers and or ELD leadership teams established to guide improved and faster paced English language acquisition. The action is primarily directed towards improving and or increasing services towards unduplicated pupils who are historically underperforming. This will ensure that teachers have a qualified teacher lead that will be effective in instructional strategies, the direction and goals to communicate with their colleagues, thereby increasing focused instructional time which will increase academic achievement for unduplicated students.</p>	<p>Certificated salaries and benefits 1000/3000 LCFF 16,500</p>	<p>1000/3000 LCFF 16,500</p>
<p>The action is primarily directed towards improving and or increasing services towards unduplicated pupils who are historically underperforming and therefor the LEA in collaboration with school sites continue to refine and analyze data from supplemental materials for EL students such as Imagine Learning, Rosetta Stone, Scholastic materials and benchmarks as it relates to state adopted ELD standards for EL pupils. This will ensure that EL students have accesses to various materials and research based programs to best meet their needs and learning styles to attain their language goals and objectives, thereby increasing focused instructional time which will increase academic achievement for unduplicated students.</p>	<p>4000-4999: Books And Supplies LCFF 20,000 5000 Books and Supplies Federal Funds 36,167</p>	<p>4000-4999: Books And Supplies LCFF 20,000 5000-5999: Services And Other Operating Expenditures Federal Funds 119,546</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>To provide educational opportunities for all students which would include transportation to and from school. The District's Base Transportation Program consists of the 412 stops and 1.5 mile walking distances from each school site.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 343,519</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 343,519</p>
<p>Given the historical challenges with attendance and SWD chronic absenteeism faced by our unduplicated population, CUSD will provide an increased Transportation Program funded with LCFF dollars consisting of an additional 61 stops and a reduced walking distance of half a mile from the school site. This action is principally directed towards, and is effective in meeting the needs of unduplicated students by ensuring that these students have increased transportation to and from school. This would help to better meet the needs of low income and EL pupils by giving them the opportunity to be on time for school daily and stay for the entire school day which would increase their instructional time in their classes, increase attendance rates and thereby increasing academic achievement for these students.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 388,695</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 388,695</p>
<p>Due to the teacher shortage in California and being a rural small district it is difficult to recruit fully credentialed teachers and therefor 9.5% of our teachers are on PIP or STIP credentials and have not had any formal training and or support and therefore the district will provide instructional support for new teachers through a mentorship program that would help them better meet the needs of low income and EL pupils. This action is principally directed towards, and is effective in meeting the needs of our unduplicated students by ensuring that students will have qualified instructors who will be effective in instructional strategies for these students. This professional development will increase staff retention and thereby increasing instructional time and academic achievement with results showing state academic test score gains reflected on the CA School Dashboards.</p>	<p>Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 LCFF 1,000</p>	<p>1000/2000/3000/4000/5000 LCFF 1,000</p>



## Goal Analysis

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

A description of the challenges of implementation, and to what degree actions were implemented is described below. The funds not expended for professional learning were used to help pay for tech support for all stakeholders, additional instructional materials to be used for online learning, and additional staff time to plan online instruction.

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

Based on the 2019 California School Dashboard, the District identified the following areas as successes and challenges in the actions and services implemented under this goal prior to the COVID-19 pandemic:

Caruthers Unified was successful in continuing collaboration with administration and teacher leadership teams. The teams implemented core academic content components that were specifically targeted towards our unduplicated student groups. These components included: professional development, benchmark assessments, and data systems to monitor student progress, and parent engagement strategies. Each team had a qualified teacher leader who was effective in instructional strategies, in communicating with their colleagues the direction and goals for our students, and in increasing focused instructional time.

The district provided instructional support for new teachers through a mentorship program to help them better meet the needs of low income and EL pupils and we were pleased with its success. Anecdotal evidence indicated that new teachers felt better supported in teaching through the new teacher support program.

Administrators also collaborated with ELD teachers and or ELD leadership teams to improve and accelerate language acquisition as they began piloting the District's English Learner Master Plan aligned with the state's EL Roadmap. Unfortunately, those efforts were impacted by the pandemic and school closures and implementation of the new plan was put on hold for the remainder of the year.

Work was begun on revising and refining benchmarks, and the early and mid-year assessments were reviewed and updated. Coupled with Illuminate as a data collection and analysis system, the benchmarks were helpful in providing data to support targeted instruction for our Unduplicated Pupils and others who were struggling. 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, and would be considered a future challenge rather than current success. Another challenge will be focusing on the data for EL students such as Imagine Learning, Rosetta Stone, Scholastic materials and benchmarks as it relates to state adopted ELD/ELA standards in order to accelerate their academic success.

Forums for parents to discuss and collaborate on what student expectations are were continued from the beginning of the year, 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). While meetings were regularly scheduled and attendance heavily promoted, increasing participation of parents and families in other than the traditional activities remained a challenge. However, the substantial and sudden changes brought about by the pandemic resulted in significant increases in parents responding to surveys and participation in Zoom meetings. Moving forward, remote participation opportunities to participate in advisory capacities, and in enrichment programs/events for parents, may be coupled with in-person participation to enhance parents'/families' abilities to engage.

Professional development trainings for new teachers, as noted above, were successful in providing them with needed resources and support. Unfortunately, the District's intended overall professional development activities, focused on instructional strategies, with an emphasis on EL instructional strategies and the use of technology and curriculum development as it relates to ELD standards, was not carried out as planned due to the pandemic. As noted in the previous section, technology training and professional learning support for all staff was provided to support the switch to distance learning.

Even prior to the pandemic, CUSD provided an increased Transportation Program funded with LCFF dollars consisting of an additional 61 stops and a reduced walking distance of half a mile from the school site, ensuring that low-income students whose families might have difficulty providing reliable transportation to and from school had that guarantee, giving them the opportunity to be on time for school daily and stay for the entire school day. This ensured full instructional time in their classes, and, as Chronic Absenteeism data from 2019 indicates, decreased absenteeism rates and thereby increasing academic achievement for these students.

After analysis and research, the iReady program was purchased to support students through intervention and allow students to continue to academically succeed. Classroom teachers who piloted the program were enthusiastic about its potential.

While it was impacted by the school closures, the District's efforts to increase achievement in English language arts has generally been successful. There has been nearly 23-points overall improvement on the SBAC ELA Assessment from 2016 to 2019. All reported groups showed double-digit improvements during that time, with the exception of English Learners. Special needs students improved by over 50 points.

EL – improved 7.1 points from baseline

Hispanic -- improved 23.7 points from baseline

SED -- improved 24.2 points from baseline

White -- improved 14.3 points from baseline

SWD -- improved 52.2 points from baseline

The District is taking steps, described in the Overall Analysis section, to better address the needs of our English Learners.



Math performance from the baseline to 2019 is a concern, as it has declined 6.4 points overall during that time. Unduplicated student groups are performing below the overall results, and significantly below standard. The District is taking steps, described in the Overall Analysis section, to better address the needs of Unduplicated Pupils in math.

With the school closures in March of 2020, many students appeared to immediately disconnect from their school and, possibly, view the time in which schools were closed as a sort of "vacation." Keeping them engaged was a challenge, particularly in the secondary grades. Because the California Healthy Kids Survey was administered in 2018-19, we did not give it in 2019-20, so there are no data for that year. A different student survey was administered in 2020-21, and the results were:

77.3% of students responding felt connected to their school(s)

72.1% of students responding felt safe at their school(s)

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Receive a “Good” standing on the facility Inspection Tools</p> <p><b>19-20</b>            All sites will continue to receive a minimum of “Good” standing on the overall summary of the facility conditions evaluation as reflected in the SARC’s</p> <p><b>Baseline</b>            FIT Data as reported in the 2016-2017 SARC All 3 Sites received a minimum of “Good” while one district site received exemplary</p>	<p>All sites received a minimum of “Good” standing on the overall summary of the facility conditions evaluation.</p>
<p><b>Metric/Indicator</b>            Appropriately credentialed teachers with no misassignments or vacancies</p> <p><b>19-20</b>            All teachers in the Caruthers Unified School District will continue to be appropriately assigned with no mis-assignments</p> <p><b>Baseline</b>            All teachers in the Caruthers Unified School District are appropriately assigned with no mis-assignments or vacancie</p>	<p>All teachers in the Caruthers Unified School District were determined to be appropriately assigned with no mis-assignments, as adopted by Board resolution, September 30, 2019.</p>
<p><b>Metric/Indicator</b>            Attendance rate</p>	<p>96% Attendance Rate</p>

Expected	Actual
<p><b>19-20</b> Attendance rates will continue to be above 95%</p> <p><b>Baseline</b> Data 2015-2016 Overall attendance 97.1% Hispanic 96.4% Asian 97.3% White 94.3% SED 96.4% EL 97.1% SWD 96.5%</p>	<p>[2018-19 District Calculation]</p>
<p><b>Metric/Indicator</b> Chronic absenteeism as measured by % students with 10% or more absenteeism</p> <p><b>19-20</b> Decrease by 1% New Baseline 9.8% (2017-18)</p> <p><b>Baseline</b> Data 2015-2016 Overall attendance 97.1% Hispanic 96.4% Asian 97.3% White 94.3% SED 96.4% EL 97.1% SWD 96.5%</p>	<p>Overall: Decreased by 0.5% SWD: Decreased by 3.2% EL: Increased by 1.0% Hispanic: Decreased by 0.1% SED: Did not increase or decline White: Decreased by 2.6%</p> <p>[2019 California School Dashboard]</p>
<p><b>Metric/Indicator</b> Suspension Rate</p> <p><b>19-20</b> Caruthers Unified status will remain low with a maintained change level. SWD and Asians will decline by 1%</p> <p><b>Baseline</b> Data 2015-2016 Caruthers Unified Yellow with status level Low 1.8% and Change has increased by .8% SWD is Red</p>	<p>Overall: Increased by 1.3% SWD: Increased by 0.5% EL: Increased by 1.7% Hispanic: Increased by 1.5% SED: Increased by 1.3% White: Increased by 0.7%</p> <p>[2019 California School Dashboard]</p>
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>19-20</b> Caruthers Unified will maintain a low expulsion rate of less than 0.5%</p> <p><b>Baseline</b> Data 2015-2016 Expulsion rate is 0%</p>	<p>Expulsion rate was 0%</p> <p>[DataQuest, 2018-19 Expulsion Rate]</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to employ/hire appropriately credentialed staff with appropriate EL authorizations.	Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 LCFF 6,188,291	1000/2000/3000/4000/5000 LCFF 5,945,409
The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math & ELA, which is blue) are Yellow or lower on the state indicator and the district EL student group is Yellow for ELA and math and Chronic absenteeism therefore there is a need to provide instructional support for unduplicated students focused on primary grades on early literacy skills, language development, math and intervention through small class size (4th -12th grades) and Rti program for reading or math supported by a credentialed teacher. This action is principally directed towards, and is effective in meeting the needs of unduplicated students by ensuring that students are met with daily for strategic instructional support and thereby increasing academic achievement for unduplicated students. SWD also will be supported through Rti in math and reading.	1000/2000/3000/4000/5000 LCFF 1,417,775 Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 Federal Funds 181,272 Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 Other 1,462,172	1000/2000/3000/4000/5000 LCFF 1,316,775 1000/2000/3000/4000/5000 Federal Funds 171,290  1000/2000/3000/4000/5000 Other 1,520,380
Continue to maintain facilities as per Williams's requirements and plan for necessary improvements.	2000/3000/4000/5000/ 6000 -- Classified salaries and benefits/Books and supplies/ Services and other/Capital outlay LCFF 1,936,517  2000/3000/4000/5000/ 6000 – Classified salaries and benefits/Books and supplies/Services and other/Capital outlay Other 778,592	2000/3000/4000/5000/6000 LCFF 1,964,564  2000/3000/4000/5000/6000 Other 1,494,999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The CA Schools Dashboard shows that all Subgroups for ELA and Math (except for Asian in math &amp; ELA, which is blue) are Yellow or lower on the state indicator and the district EL student group is Yellow for ELA and math and Chronic absenteeism and therefor, various projects designed to improve student performance, with a focus on Low Income and English Learner students, through an upgrade to the educational environment designed to enhance the learning environment are being planned. The classrooms have outdated furniture that does not allow students to adequately work as cooperative learning groups which is the central focus of common core or use their current technology incorporated in the instruction. The current furniture in rooms is not conducive to accommodate updated technology, working in cooperative groups, or partners. Our low income, EL and unduplicated students need every opportunity for success and do not need to experience any other barriers to their learning. This is something that can be controlled and will benefit their learning. Currently, band is using old library chairs that do not help in their posture for playing an instrument they will need to have specialized furniture to help in leaning the proper form in playing a musical instrument. The music room will also need additional furniture to ensure the musical potential will be met by all low income, EI and unduplicated students. Research has shown that students who receive an education in building with good conditions earn higher test scores than students who receive instruction in substandard buildings. These actions will lead to increased academic achievement for the unduplicated students on state and local assessments.</p> <p>The furniture has not been purchased yet and has been carried over from 2018-2019 because the scope of the work has not been completed.</p>	<p>6000-6999: Capital Outlay LCFF 536,246</p>	<p>6000-6999: Capital Outlay LCFF 0</p>
<p>The district is eligible for Differentiated Assistance (DA) because of the very low performance of our Students with Disabilities (SWD) in the area of Chronic Absenteeism, ELA, and Math academic indicators on the California School Dashboard. Our unduplicated students are not performing at our target of green or higher on the Dashboard. Furthermore, our unduplicated students are graduating at a rate</p>	<p>Services and other materials and supplies/Capital Outlay 40004/6000 LCFF 130,034</p>	<p>40004/6000 LCFF 174,000</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>significantly below all students and the College/Career Indicator (CCI) for the unduplicated high school students is low.</p> <p>Announcements- Consistent daily communication between the school and students about academic performance, college and career preparedness and graduation has a significant impact on these outcomes for students by increasing students' awareness of the importance of these factors and the range and frequency of opportunities that exist for students to become more engaged in and participate in daily opportunities to boost their academic and CCI performance. There is a significant need for unduplicated students to have access to information relating to their academic and college/career program on a daily basis and the primary way CHS students receive this information is during daily announcements. Unfortunately, due to our failing and undependable PA/bell system, students do not receive this information in a timely and consistent manner. Announcements make unduplicated students aware of and reminds them to sign-up and attend academic counseling, tutorial, test taking prep activities, financial aid, college workshops and more. The most effective and efficient way our unduplicated students and our SWD learn about these activities/opportunities is through daily announcements. Unduplicated students typically do not have family at home who are aware of familiar enough with school to remind students about taking test prep classes, signing up for college programs and more. Teachers and students are expecting announcements to be made at the start of second period. About half of the time, the system will cut out and must be rebooted. The system usually takes a 60 to 90 seconds to reboot each time. As a result, there is inconsistency and the need to restart announcements because the office is not aware of where/when the announcements cut out to the classrooms. If the system malfunctions and cuts out then announcements may not be made that day. Currently there are instructional delays due to inconsistent announcements because of the unreliable system. Students and teachers are often waiting for announcements to begin or resume. Classroom instruction is delayed an average of 5 minutes daily as a result. There are 180 school days so it results in a loss of an average of 300 instructional minutes, or one full day of instructional time. The results are magnified for the unduplicated and SWD students who are already performing below the "all student" group. A new bell/PA system would be principally directed to the</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>unduplicated and SWD populations to increase and improve their access to and information about school opportunities that would result in these two student groups increasing their ELA and Math scores along with increasing their graduation rate and CCI performance.</p> <p>Class instruction start/stop time- In addition to this unreliable PA/bell system inhibiting the school's ability to ensure all unduplicated students receive accurate and timely information about their academic and college/career program and opportunities, our students are experiencing a further disruption to their daily instructional time due to inconsistent class start/stop times. Classroom clocks are not keeping correct time. As a result, teachers and students are not always aware of the exact time and/or the exact time the malfunctioning bell system will ring to dismiss class. As a result, there is a loss of instructional time both with teachers stopping instruction too soon and with teachers starting instruction late due to students being dismissed from their previous class late because of the bell issue. Classes are on an alternating 4x4 block schedule. Class periods are 80 minutes long with five minutes passing time and a 45 minute advisory period that meets daily. If a student was in a first period class that started five minutes late and then a second period class that dismissed 3 minutes early and then third period that dismissed 2 minutes late, while a fourth period that was on time and advisory that started 3 minutes late...this student will have missed 13 minutes of class for that day. This translates into an average loss of 2,340 instructional minutes a year for unduplicated students! Unduplicated and SWD students in particular need to have their full instructional class minutes provided to ensure they are able to continue to increase their academic performance and college/career preparedness. A new bell/PA system would be principally directed to the unduplicated and SWD populations to ensure all students in all classrooms have bell to bell instruction provided.</p>		
<p>Caruthers Elementary is a TK-8th grade school. We are a very large elementary school with 920 students who range in age from 4-15 years old. We have a significant problem with chronic absenteeism. Our "All student" group has a high rate of chronic absenteeism rate (9.8%) that increased last year by 3.4%. The unduplicated EL and low-income students having an orange chronic absenteeism indicator and our SWD</p>	<p>Services and other materials and supplies/Capital Outlay 40004/6000 LCFF 20,000</p>	<p>40004/6000 LCFF 8,034</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>having a red chronic absenteeism indicator. For all of these groups ELA and Math are not yet at green or higher on the dashboard indicator. The district is eligible for DA because of SWD in the area of Chronic Absenteeism and ELA and Math academic indicators being orange and red.</p> <p>The vast majority, about 70% of student problems come from when students are outside on yard, break or recess. Students are aware of the placement of cameras on campus and they will consciously seek out areas to hide or misbehave in the unmonitored areas. The wide age span of youngest to oldest students present additional problems. For the younger students daily issues have been of this nature with high present times being recess before school and lunch recess. More than 50% of this age of students (TK-3) have been brought to the office and it has happened in unmonitored areas. Out of the 50% that are brought up 21% of the students are identified as chronically absent. When parents learn that their child has an unexplainable bruise or scratch they will not send their students to school until they have talked with administration and it has been taken care of and this results in students staying home which leads to chronic absenteeism and lower academic performance. On the other end of the age spectrum we will have older students who will purposefully go to an unmonitored area to fight or taunt their peers. This has contributed to 30% of the discipline that is brought to the office. Out of the 30% that are brought up (4th-8th) 33% of those students are identified as chronically absent. About 50% of the incidents take place where cameras are monitoring and 20% are from the classroom. Depending on the situation, the discipline has led to students being suspended which has affected chronic absenteeism and increased anxiety for students about going out on yard or even physical education.</p> <p>The school uses security cameras around campus to monitor the students to ensure safety. There are currently cameras that cover some areas of the school however there is a need for 10 additional cameras to help cover the blind spots, where the majority of suspendable incidents are occurring, so that students feel increased safety and security on campus. Additional cameras will also address parental safety concerns about the “problem areas” that currently do not</p>		



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>have camera coverage. Additional cameras will also provide as a deterrent for misbehavior and/or assist with identifying which students have misbehaved.</p> <p>An additional and related issue is the movement flow of students. It needs to be monitored especially for our SWD and the youngest students. With the age differences of students on campus we have designated areas and bathrooms for each age group. Additional cameras will allow the office staff to monitor the entrances to student restrooms to ensure students are using their age appropriate facilities. Furthermore, when a younger student reports a “big kid” was in their restroom we will be able to review this with cameras to identify the student(s) involved. Additional cameras are also needed for our SWD who will often hide in a bathroom if they are feeling too much pressure being outside with all of the students.</p> <p>Parents have supported having more cameras to cover all blind spots and shared their thoughts and concerns in SSC and DELAC meetings along with one-on-one conversations when they have come in to the office to inquire about a student discipline issue. Being able to quickly find a student or group of students on campus allows administration to go straight to the students and work with them through any issues and get them back in class in a timely manner will result in increased academics and ideally an increased feeling of safety everywhere on campus. This will also result in our low-income, EL, and SWDs increasing their attendance and reducing the chronically absent rate.</p> <p>We need to add 10 cameras strategically placed around campus in locations that have blind spots and highest number of student safety issues happening. This action is principally directed to our unduplicated students and we believe it will be very effective in addressing the significant needs of these groups of students, including SWDs, identified in this action. Given the use of these additional cameras we fully expect to see improvement in Unduplicated, SED and EL students’ academic performance with respect to DA for SWD and a decrease in chronic absenteeism and increase in academic performance and with respect with DA and SWDs, who are even more at risk in these areas,</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and therefor this will add additional safety supports to ensure that their chronic absenteeism is lowered and academics increase</p> <p>Programs focused on school culture and social/behavior development will be offered to contribute to students feeling safe on campus and supported by staff with an emphasis on increasing services to unduplicated students.</p>	<p>Certificated and classified salaries and benefits/ Books and supplies/Services and other 1000/2000/3000/4000/5000 LCFF 3,534,050</p>	<p>1000/2000/3000/4000/5000 LCFF 4,132,591</p>
<p>Given the historical challenges with attendance and chronic absenteeism faced by our unduplicated population (9.8%), and the California Healthy Kids Survey administered in the Spring 2017 (only given every other year) and internal student survey given the Fall 2018, noted that not all students feel safe and connected to school staff and therefor this action is primarily directed toward improving services or increasing services toward unduplicated pupils who are historically underperforming and therefor programs focused on school culture and social/behavior development will be offered to contribute to students feeling safe on campus and supported by staff. This will ensure that these students, including SWD, will be connected to staff members, the school, and feel a sense of pride and ownership of their school and socially what is generally expected, thereby increasing students instructional time on campus measured by increased attendance, SWD attendance and increased academics as well.</p>	<p>Books and supplies/Services and other 4000/5000 LCFF 4,000</p> <p>Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 Federal Funds 578,369</p> <p>Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 Other 1,196,322</p>	<p>4000/5000 LCFF 4,000</p> <p>1000/2000/3000/4000/5000 Federal Funds 706,162</p> <p>1000/2000/3000/4000/5000 Other 1,254,631</p>
<p>The unduplicated student population are some of the lowest performing on state assessments. Lower class sizes are essential to best first instruction for these students, but lower class sizes cannot be provided unless those additional teachers have classrooms. To address this issue the LEA will purchase and install four refurbished portables to act as temporary housing when classes in the permanent wings of the campus are modernized in phases. Purchasing rather than renting of the portables is a strategic decision to save money on the cost of the project and to have the additional benefit of converting those portables into permanent classrooms at the end of modernization. The unduplicated pupils are benefiting from a settled, safe, clean and well-maintained classroom, (all of which are state priorities) which will also be the least disruptive to the students learning environment. Another</p>	<p>Object 7000 – Other outgo and financing uses LCFF 530,138</p>	<p>7000-7439: Other Outgo LCFF 530,138</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>benefit of these four portables will allow the site to decrease class sizes now and to ensure that we are able to absorb anticipated growth with new housing developments and transfers from neighboring districts occur in the future.</p> <p>Being fiscally cognizant of rapid inflation of building costs the district sees our LEA enrollment has grown in recent years. CUSD enrollment in 2009-10 was 1342 and 2016-2017 is now 1442. Specifically, Caruthers Elementary was 778 students in 2009-10 and finished the 2016-2017 year with 879 students. Our anticipated 17-18 student teacher ratios for grades TK-3 will meet the state requirement of 24:1 student to teacher ratio however with us being at the maximum we need to plan to provide for additional classroom space to avoid exceeding that limit. CES needs to reduce class sizes for our most at-risk students, but doesn't have the facilities to make that possible. Given that our unduplicated pupils have the least exposure to lower class sizes, new classroom facilities will be built to decrease class size that are principally directed to the unduplicated pupils and will be appropriate and significant in meeting their needs and more conducive to learning. An anticipated outcome of this reduction in class sizes will include increased academic performance for the unduplicated pupils as measured by CAASPP ELA and Math as well as decreasing our suspension rates given less crowded learning environments. We also anticipate a positive effect on our ELPI due to the increased availability of classrooms for ELD instruction in small settings.</p> <p>The portables, music room and bathrooms were completed in Phase 1 of the modernization project. These facilities were optional for the start of the 2018-2019 school year. However the COP debt payment is on-going.</p>		
<p>Our unduplicated students have some of the lowest attendance rates and highest chronic absenteeism rates. A well rounded and engaging curriculum has a positive impact on student attendance. Given that our unduplicated pupils have the least exposure to electives and the fewest opportunities to participate in electives they find interesting and exciting,</p>	<p>Amount included in Action 4A Object 7000 – Other outgo and financing uses LCFF</p>	<p>7000-7439: Other Outgo LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>we need to increase and improve our music program for these at-risk students.</p> <p>Our current facilities are overcrowded and limit the ability of unduplicated students to participate in electives due to safety and room capacity limits. We plan to build a new music building to address this need for our unduplicated pupils. This new building will be very effective at meeting the need to have the ability to offer band as an elective to all unduplicated pupils. Research shows that students who participate in band, on average, have enhanced academic performance and improved neuroplasticity. As result of having a new band room, we expect to see our unduplicated students increase participation in a broad course of study as well as demonstrate increased performance on the CAASPP ELA and Math assessments and improved attendance rates.to learning. An anticipated outcome of this reduction in class sizes will include increased academic performance for the unduplicated pupils as measured by CAASPP ELA and Math as well as decreasing our suspension rates given less crowded learning environments. We also anticipate a positive effect on our ELPI due to the increased availability of classrooms for ELD instruction in small settings.</p> <p>The new music/band room, was completed during the first phase of the modernization project. The room opened for students at the start of the 2018-19 school year. However the COP debt payment is on-going.</p> <p>Our unduplicated students have some of the lowest performances on state assessments. Uninterrupted instruction is a key to improved performance. To achieve maximum instruction time the LEA will purchase and install a central kitchen that will meet the needs of unduplicated pupils that are now at least four times the size of the site’s original student population.</p> <p>Currently our lunch time is spread out over 10:50-1:30/ 2 hours and 40 minutes in order for all students to have an adequate breakfast and lunch with appropriate time to consume the food. We are constrained in the development of a master schedule that provide new programs, intervention, enrichment without a broken and choppy schedule left for</p>	<p>Amount included in Action 4A ?Object 7000 – Other outgo and financing uses LCFF</p>	<p>7000-7439: Other Outgo LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>core instruction of our unduplicated student population. The insufficient size of the current cafeteria precludes more students eating and being served at the same time. The current schedule compels our youngest students to have an inappropriate amount of time between breakfast and lunch because they are ending breakfast at 8:45 and going to lunch at 10:50, this leads students to show signs of inattentiveness as well as loss of focus before the school day ends at 2:55. Conversely, the older students must wait four hours between breakfast and lunch only to be released from school a little over an hour and half later.</p> <p>Adding a separate kitchen will free up the space in the current cafeteria to double the number of serving lines and provide more seating for our unduplicated students. A more compact lunch schedule will allow for us to develop a more suitable master schedule that builds increased non-interrupted instructional time in the classroom and meet the needs of supervision and safety. As an outcome, we expect increased student academic performance for our unduplicated population as measured on CAASPP Math and ELA assessment.</p> <p>This phase of the modernization project has not been completed. It will not be completed until Phase III of the project with a possible start date of Fall 2021.</p>		
<p>Our unduplicated students have some of the lowest performances on state assessments. A classroom environment that enhances the delivery of instruction is essential to first, best teaching. To meet this need the LEA will modernize the elementary site and upgrade the instructional environment. None of the work being done is considered routine maintenance.</p> <p>The site currently functions poorly because the existing permanent classrooms reflect their age in terms of the single pane windows, non-LED lighting, uneven flooring, unsafe storage and poor sound quality. These deficits have a significant negative impact on the classroom environment causing our unduplicated students to often be too cold or too warm, experience excessive sound traveling between classrooms, and be affected by inadequate lighting by modern standards. All of</p>	<p>Amount included in Action 4A ?Object 7000 – Other outgo and financing use LCFF</p>	<p>7000-7439: Other Outgo LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>these issues compound to create learning environments that are significantly inadequate to meet the needs of our most at-risk students. Therefore, we plan to modernize existing permanent classrooms to address lighting, sound, ventilation, room temperature controls, and overall learning environment. With this modernization complete, we anticipate the overall learning environment to be conducive to learning and provide every opportunity for our unduplicated pupils to be academically and socially successful. We expect to see increases in the unduplicated student academic achievement, closing the achievement gap that exists, and demonstrating increased academic scores on the CAASPP Math and ELA assessment.</p> <p>This is a part of Phase II of the modernization part of the project. The work started January 2019 and has an expected completion date of December 2019. One classroom wing (5 permanent rooms) has been completed and teachers and students occupied May 2019. However, the COP debt payment is on-going.</p> <p>Given the historical challenges with attendance and chronic absenteeism faced by our unduplicated population (9.8%), and student survey data regarding engagement programs/activities will be provided to students to enhance the core curriculum/instruction and continue to engage unduplicated students through clubs, athletics, programs, and any other extra co-curricular activity that allows pupils to become active participants in the school community. This action is primarily directed toward improving and or increasing services toward unduplicated pupils who are historically underperforming. Continued efforts to engage all pupils, including SWD, to continue to enhance the core curriculum will increase staff and student effectiveness and thereby increase academic achievement and attendance for all pupils.</p>	<p>Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 LCFF 317,947</p>	<p>1000/2000/3000/4000/5000 LCFF 347,947</p>

## Goal Analysis

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

Capital outlay for furniture was not expended, and those funds helped to pay for additional safety measures in response to the COVID-19 pandemic. Also in response to the pandemic, social-emotional supports for students were increased by providing more counselor and psychologist time to meet with students online. Participation in clubs, sports, and other co- and extra-curricular activities was not as great as expected due to the suspension of many of those activities after March, 2020. However, the District paid all salaries and contracts in full so no personnel or vendors lost income; this amount turned out to be greater than originally budgeted.

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

Based on the 2019 California School Dashboard, the District identified the following areas as successes and challenges in the actions and services implemented under this goal prior to the COVID-19 pandemic:

A continued area of focus is to develop positive character and a safe and healthy school environments; both were maintained throughout the school year. The LEA continued 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. When school closures occurred, the District began providing healthy meals to students at home, expanding the meal program to include entire families. Mental health services were provided to students who were reported to be emotionally impacted by the pandemic.

The overall effectiveness of the action/services performed under this goal were effective. Students were served by various clubs and programs that made them feel safer and develop positive character, while at school. Students participated and or had access to Junior Doctor's and Doctor's Academy, and after school programs. However, the Junior Doctor's and Doctor's Academy were forced to switch to a distance learning model. Spring athletics were cancelled, and the 2020 Summer Bridge program was not conducted. The impact of the lack of the summer program could not be explicitly established, but teachers felt that our incoming freshmen were less prepared as a result.

Chronic Absenteeism has decreased overall as indicated on the CA Schools Dashboard along with a decrease for all subgroups except English Learners. When students are at school more often they are learning and engaged at school. The suspension rate has decreased overall since the baseline year to 2019 and all subgroups declined except for Hispanic students and Asians. The most significant decrease was that of Students With Disabilities that had a 4.3 decrease.

Instructional support for unduplicated students focused on primary grades on early literacy skills, language development, math and intervention through small class size (4th -12th grades) and Rti program for reading or math supported by a credentialed teacher were continued through out the year, shifting to online supports after the school closures.



The district is always seeking out to hire appropriately credentialed staff and to work with the students. One of the major challenges is the teacher shortage and continuing to get qualified teachers in the rural setting however our New Teacher Mentorship program we believe has helped trained and retain teachers. In order to maintain a high rate of appropriately credentialed and assigned teachers who meet the needs of our students, the District will continue to employ/hire appropriately credentialed staff with appropriate EL authorizations.

We continued to maintain facilities as per Williams's requirements and plan for necessary improvements, and began adding room air cleaners, disinfectant practices, and planning to ensure safe facilities for staff who continued working from school even though students were no longer on campuses. Safety measures were instituted in all facilities to provide safe environments and prevent the spread of COVID-19.

A new bell/PA system was installed to increase and improve access to, and information about, school opportunities and ensure all students in all classrooms have bell to bell instruction provided. Additionally, ten cameras were strategically placed around campus in locations that have blind spots and highest number of student safety issues happening.

Programs focused on school culture and social/behavior development were shifted to provide support for students as their worlds were impacted by the pandemic. Teachers' focus became more about maintaining relationships online to combat possible feelings of isolation and fear.

During the first two-thirds of the school year, unduplicated students were engaged in school through clubs, athletics, programs, and any other extra co-curricular activity that allowed them to be active participants in the school community. Unfortunately, most of these activities were suspended or severely curtailed after the pandemic caused school closures.



## Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> A-G Completion Rate</p> <p><b>19-20</b> All Students - 52%</p> <p><b>Baseline</b> Data 2015-2016 All students~ 46.7% Hispanic~ 46% Asian~ 77% White~ 44% SED~ 40.1%</p>	<p>All students~ 53.7% Hispanic~ 53.6% White~ 40.0% SED~ 52.1% EL -- 41.2%</p> <p>(Students with Disabilities, Asian, Foster Youth and Homeless results not reported due to small numbers)</p> <p>[DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]</p>
<p><b>Metric/Indicator</b> Participation in one CTE course or more</p> <p><b>19-20</b> CTE participation rates will continue to be above 50% for all students with all significant subgroups continuing to meet the district participation rate.</p>	<p>All students~ 84.9% Hispanic~ 85.1% Asian~ 75% White~ 85.4% SED~ 86.0% SWD~ 83.0%</p>

Expected	Actual
<p><b>Baseline</b>            Data 2015-2016            All students~ 71%            Hispanic~ 71.2%            Asian~ 76.1%            White~ 79.1%            SED~ 70.6%            EL~ 89.8%            SWD~ 78.4%</p>	<p>[District data]</p>
<p><b>Metric/Indicator</b>            AP Passage Rates Pupils Scoring 3 or higher</p> <p><b>19-20</b>            The percentage of students passing AP exams will be maintained at 15% or more Significant subgroups will show an increase annually with a goal of meeting the district average.</p> <p><b>Baseline</b>            Data 2015-2016            All students~ 30.7%            Hispanic~ 21.5%            Asian~ 22.7%            White~ 41.6%            SED~ 36%</p>	<p>All students~ 21.8%            Hispanic~ 24%            Asian~ Results not reported; less than 11 students            White~ Results not reported; less than 11 students            SED~ 25%</p> <p>[College Board AP]</p>
<p><b>Metric/Indicator</b>            Access to broad course of study as measured by master schedule.</p> <p><b>19-20</b>            All Students have access to a broad course of study at all school sites</p> <p><b>Baseline</b>            Data 2015-2016</p>	<p>All Students had access to a broad course of study at all school sites.</p>

Expected	Actual
<p>All Students have access to a broad course of study at all school sites</p>	
<p><b>Metric/Indicator</b> High School Graduation Rate</p> <p><b>19-20</b> 98%</p> <p><b>Baseline</b> Data 2015-2016 All students~ 97.8% Hispanic~ 98% White~ 96.2% SED~ 97.6% EL~ 95.1%</p>	<p>All students~ 93% Hispanic~ 96.2% White~ 69.2% SED~ 93.8% EL~ 93.8%</p> <p>[2019 California School Dashboard]</p>
<p><b>Metric/Indicator</b> More than 20% of eligible students will complete an AP course by the end of each school year. Significant subgroups will show an increase annually with a goal of meeting the district average.</p> <p><b>19-20</b> AP completion rates will continue to stay above 20% for all students and significant subgroups. AP participation/passage rates for our significant subgroups will increase annually 1%</p> <p><b>Baseline</b> Data 2015-2016 All students~ 28.5% Hispanic~ 25.4% Asian~ 62% White~ 27.4% SED~ 23.5%</p>	<p>All students~ 27.1% Hispanic~ 26.8% Asian~ 48.2% White~ Results not reported; less than 11 students SED~ 25.7%</p>
<p><b>Metric/Indicator</b></p>	<p>All students~ 78.0% Hispanic~ 77.0%</p>

Expected	Actual
<p>Graduating seniors, including significant subgroups, will have a confirmed plan of enrollment in one of the following: college, university, vocational program, or military.</p> <p><b>19-20</b> More than 90% of graduating seniors will continue to have a confirmed plan after graduation. While our white subgroup will increase to 90%.</p> <p><b>Baseline</b> Data 2015-2016 All students~ 92.6% Hispanic~ 92.4% Asian~ 100% White~ 88.2% SED~ 90.9% EL~ 60% SWD~ 100%</p>	<p>Asian~ Results not reported; less than 11 students White~ Results not reported; less than 11 students SED~ 75.0% EL~ Results not reported; less than 11 students SWD~ Results not reported; less than 11 students</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The CA Schools Dashboard shows that the district is Green on the state indicator for graduation and the College and Career Indicator is Orange however to continue this and increase subgroup completion of AG coursework, AP passage and CTE participation we will provide increased 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 and EI pupils. Students' progress in meeting post-secondary eligibility will be monitored utilizing various data systems. This action is principally directed towards, and is effective in meeting the needs of our unduplicated students by ensuring that students will have increased access to counseling services and confirm that students are enrolled in courses that are monitored in various data systems and thereby increasing the number of unduplicated students that are eligible to apply to four year universities.</p>	<p>Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 LCFF 764,279</p> <p>Certificated and classified salaries and benefits/Books and supplies/Services and other 1000/2000/3000/4000/5000 Federal Funds 244,030</p> <p>Certificated and classified salaries and benefits/Books</p>	<p>1000/2000/3000/4000/5000 LCFF 764,279</p> <p>1000/2000/3000/4000/5000 Federal Funds 179,755</p> <p>1000/2000/3000/4000/5000 Other 284,213</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	and supplies/Services and other 1000/2000/3000/4000/5000 Other 252,136	

## Goal Analysis

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

Due to school closures in Spring, less federal funds were spent because staff intended to provide supplemental services were required for fewer hours than anticipated.

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

Based on the 2019 California School Dashboard, the District identified the following areas as successes and challenges in the actions and services implemented under this goal prior to the COVID-19 pandemic:

The overall graduation rate has declined 5%, over the baseline, but due to the volatility of small sample size and change in new graduation rate business rules. Hispanic students increased graduation rate with over 3% and English Learners increased by 8%. The AP passage rates have declined overall from baseline by 9% and low income by 11% however Hispanic has increased 2.5%. All students for CTE participation was had an overall increase by 14% while Hispanic increased 14%, White by 6% Low Income increased by 15%, SWD by 5%. 41.7% of Caruthers High 2019 graduates who were College and Career ready accomplished that through CTE Pathways completion. Additionally, a broad course of study that included and expanded visual and performing arts department was implemented.

Areas of emphasis supports the growing visual and performing arts program, having students visit colleges starting in the seventh grade and summer school that supports both academic and enrichment. Having counselors to work with students so that they know about the programs and monitor to ensure that students are enrolled in and successful in the courses are valuable.

Due to the pandemic, students in the upper grades appeared to become disconnected from school after the school closure. Teachers reported that many paid little attention to what was presented, logged on late or early, or did not log on at all. Hold harmless policies, while well-intended, may have also impacted the declining engagement. Another area that appeared impacted was preparation for college admission or career preparation. Declines in students having plans in place were significant. We will, in the 2021-24 LCAP, provide increased 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 and EI pupils. Students' progress in meeting post-secondary eligibility will be monitored utilizing various data systems.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. The District will purchase appropriate safety equipment (thermometers, masks, face shields, gloves, etc.) to support safe interactions between students and staff in classrooms and on campuses.	\$38,707.00	\$54,772	No
2. The District will purchase appropriate equipment and materials (UVC lamp stands, HVAC, air purifiers, hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.	\$410,000.00	\$352,144	No
3. The District will follow rigorous safety protocols to ensure the well-being of students and staff on school campuses and other District facilities. This will include equipment and materials for regular COVID-19 testing of students and staff.	\$195,522.00	\$43,317	No
4. In order to address SBAC math performance, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk.	\$78,584.00	\$78,584	Yes

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

Action 2 is less than anticipated because some of the items were paid for with federal funds other than what existed at the time of this report. The District purchased enough UVC equipment for every classroom and office as well as purchased 100,000 masks in addition to receiving state supplies of PPE.

Action 3 is less than anticipated because the District assumed it would be paying for more testing and at a higher cost than what became mandated.

## Analysis of In-Person Instructional Offerings

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

In-person instruction was provided at Caruthers Elementary School and Caruthers High School as hybrid models in order to ensure social distancing and limit interactions between and among student cohorts.

Stakeholders were pleased with the sanitation and safety measures. Feedback from almost all parents with returning children, and most teachers, was positive regarding the actions taken by the District. However, there have been concerns among a small but significant number of teachers that safety measures have not been as comprehensive as they would like.

Convincing all parents that it is safe, and in their child's best interest, to return to in-person learning was also a challenge. One solution that met with some success at the elementary school was having those children return to campus for assessments. For example, students who came to the campus for ELPAC assessment subsequently convinced their parents to let them remain in-person. Attendance increased over the course of the second semester.

In-person attendance at Caruthers High was a greater challenge. When the campus reopened for hybrid in-person instruction, the initial attendance numbers were large. However, those numbers dwindled as the Spring semester progressed.

To support closing achievement gaps, the high school provided English Learners with double the in-person instructional time to provide additional support.

The more successful assessment administration has been in-person – ELPAC, primary grades reading assessments, and the Spring iReady assessments were all done in-person. Teachers found that many more participants completed the in-person iReady than the first round, which was online. Examining the data, the principals felt that the in-person data were much more reliable.

A review of the iReady data used to evaluate academic progress and learning loss can be found in the “Analysis of Pupil Learning Loss” section below.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. The District will use the Canvas Learning Management System as its basic platform for distance learning.	\$169,267.00	\$169,267	No
2. The District will integrate learning applications into the Canvas system to provide effective distance learning.	\$96,488.00	\$73,374	No
3. In order to address SBAC math performance (81.3 points below standard), primarily for unduplicated pupils, Caruthers High School has hired an additional math teacher to reduce class sizes, providing increased support for students at-risk. (See "In-Person Instruction" section action.)	See In-Person Instruction Section Action #4	See In-Person Instruction Action Item #4	Yes
4. The District will provide professional development in effective distance learning practices that support accelerated learning for low income students, English Learners, Foster Youth, and homeless students.	\$380,600.00	\$302,996	Yes
5. The District will provide technology for students to use with distance learning. It has made a significant investment in additional Chromebooks to ensure that every student has one at home.	\$314,000.00	\$240,069	No
6. If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it. If needed, students will be provided with a pair of headphones to use with their device.	\$470,269.00	\$313,215	Yes
7. Students in grades Pre-K through 12 will receive backpacks pre-loaded with learning materials and supplies.	\$113,778.00	\$127,187	Yes
8. The District will provide iPads for Pre-K students to become familiar with using learning technology and participate in distance learning.	\$49,635.00	\$44,635	Yes
9. The District will purchase touch pad devices with voice recognition and dictation capabilities to increase access for students with exceptional needs.	\$125,000.00	\$149,433	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
10.The District will provide the transportation, staffing, supplementary materials and other necessary measures to implement in-person support for students with acute needs, including Special Day Class students.	\$160,543.00	\$125,242	No

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

Action 2 was performed and the quote provided by the vendor for the platform cost turned out to be more than the actual cost.

Action 4 was performed by teachers receiving training for up to 8 extra days. The cost for that training came in lower because there were no other formal training days offered after the initial 8 days and it was assumed there could be additional time. However, the pace and singularity of the year made more formal trainings hard to schedule or offer.

Action 5 was performed but additional costs were paid for from ESSER II (\$239K) rather than the federal programs available at the onset of school.

Action 6 was performed but some additional costs were paid for from ESSER II (\$22K) and the District received Teleconnect credits on the monthly invoices.

Action 10 was performed. The higher cost of Action 9 was originally intended to be part of Action 10 and then was broken out as a separate action item.

## Analysis of the Distance Learning Program

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

**Continuity of Instruction:**  
 Parents have been very cooperative in picking up distance learning materials at both schools. When it hasn't been possible for parents to do so, the District has provided the service to ensure continuity. Some teachers will deliver the materials personally in order to enhance the connection between their students and school.

Canvas and Google Classroom were effectively used by teachers to deliver lessons, organize assignments, and provide feedback to students. Having a district-wide platform to perform those functions ensured that secondary students received consistent interactions with teachers of different subjects.

A significant challenge that arose was due to the scheduling at CHS necessary to implement the distance learning model before students were allowed to return to campus. To accommodate the hybrid model to provide required English and math classes, the District provided "doubled" curriculum for some of those classes, with students completing a full year's units in a single semester. This required a significant number of students to take their math classes first semester, and English second semester, or vice-versa. As a result, some students missed almost a year (March, 2020, to February, 2021) of either math or English. In order to address this issue, the school has provided extra supports for students in the subject they missed during that time.

Teachers found that many participants failed to log-in or finish the iReady assessment when it was done online. In reviewing the results of those assessments, principals and teachers felt that the loose control of the assessment circumstances that may have allowed access to information or other inappropriate aids made the data unreliable.

#### Access to Devices and Connectivity

Generally, providing access to devices and connectivity to the internet has been one of the District's primary 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 Tech Teams were able to provide nimble responses to teachers' and students' issues with connectivity, lesson creation, and effective delivery, supplementing the District's technology staff. 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.

One challenge has been issues with devices being damaged by accident or by vermin. The District was prompt to replace damaged devices so students experienced no downtime, and developed a plan to protect the devices in homes.

#### Pupil Participation and Progress

The Go Guardian software has been highly effective in engaging students and keeping them focused on tasks. Because of this success, the District will contract for the social-emotional Go Guardian program that monitors student writing for key words that trigger referrals to counsellors and alert administrators.

At both CES and CHS, it has been a challenge to get older English Learner students to log into designated ELD classes. At CHS, teachers have struggled with getting students to regularly check in to the advisory period. The reasons for these issues were unclear, and likely varied from students simply seizing the opportunity to engage in non-school activities at home, to feelings of disconnection and anxiety caused by the pandemic and school closures, to occasional technical glitches. Teachers, administrators, counseling staff, and family liaisons reached out to families, including home visits, to try to re-engage students, following the District's re-engagement plan. In all cases, where contact was successful, we attempted to identify the problem and provide the necessary services to

reconnect the students to school. In the case of English Learners, we found that, once we could get them to school for designated ELD classes, their attitude changed and they were eager to re-engage.

The District has engaged in positive and productive conversations with and among teachers regarding grading practices and their impact on student motivation and student learning. One challenge has been recognizing the difference between a “0%” and a “50%” when assigning grades, and how one might leave a student hopeless to ever recover, while the other offers hope to improve to a passing grade or better. Principals are seeing changes in the practices of teachers in upper elementary and secondary grades. These changes will be the foundation for further conversations on supporting struggling students through equitable grading practices.

#### Distance Learning Professional Development

Thanks to professional learning and tech supports, teachers’ comfort with technology has increased multi-fold. They are able to do much more of their own troubleshooting and have become technology innovators. As a result, administrators have observed that simultaneous (in-person and synchronous) teaching has improved remarkably, and teachers have gained more confidence at all levels.

#### Staff Roles and Responsibilities

The staff roles and responsibilities during the pandemic expanded greatly and flexibility was needed. Classified and certificated personal roles in the district were impacted by either adjusting their duties to include; monitoring/cleaning/sanitation for students for health and safety, hours were adjusted to fit the needs of district for hybrid instruction and on-campus learning. Specifically teaching certificated staff had to manage four different instructional plans that included virtual, hybrid and simultaneous learning.

#### Support for Pupils with Unique Needs

The high school math teacher has been an excellent addition to the staff to provide support to struggling students. The Reading Lab was resumed when students returned to campus for hybrid learning, and students were provided the additional supports and extra help they needed to fill learning gaps. It was a success, with 100% participation by eligible students. While the data are not sufficient to indicate a trend, we believe that the Reading Lab, along with classroom support and interventions, contributed to the unexpected double-digit increases in iReady assessment scores between Fall, 2020, and Spring, 2121, and will continue this program.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. The District will continue its after school program.	\$512,304.46	\$319,219	Yes
2. The District Reading Lab for struggling readers will continue through distance learning.	\$135,430.00	\$130,430	Yes
3. The District will expand the use of iReady in ELA and math to accelerate learning.	\$52,590.00	\$47,590	Yes
4. The District will purchase and use specific reading materials that will support accelerated reading improvement for unduplicated pupils, including low income students, English Learners, students with exceptional needs, Foster Youth, and homeless students..	\$25,000.00	\$38,779	Yes
5. The hours will be increased for instructional aides to provide support for readers in K-8 who have experienced learning loss, or who appear to be in danger of doing so.	\$42,648.86	\$39,547	Yes
6. District has purchased additional guided reading materials so teachers will be more readily able to use this excellent instructional strategy to improve the skills of our struggling readers.	\$5,000.00	\$0	Yes

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

Action 1 was performed at all sites but the program had to be scaled back due to distance learning. The carryover funds will be spent prior to December 31, 2021. Action 6 was not used; first due to distance learning, then because the social distancing requirement of six-feet distance between persons made the strategy impractical.

## Analysis of Pupil Learning Loss

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

Teachers found that many more participants completed the in-person iReady than the first round, which was online. Examining the data, the principals felt that the in-person data were much more reliable.

The District provided increased online hours for instructional aides to provide extra help for students who were identified as possibly falling behind due to learning loss. After school support and acceleration were also offered online. As soon as it was allowed by the County Health Department, students with exceptional needs and English Learners were provided transportation to attend in-person support classes at both school. When all students returned to school part-time for hybrid learning, continuing through the return of all students to the end of the year, the schools addressed learning loss through all of the actions described above.

- The elementary Reading Lab was a success, with 100% participation by eligible students.
- Increased instructional aides' time continued, and students were able to be provided extra attention and support individually or in small groups, in person and online.
- Teachers in the primary grades were provided additional guided reading materials and specific reading materials that that support accelerated reading improvement.
- All students who chose, or whose parents chose them to attend, had access to the in-person after school program for intervention and support. After school online supports were continue, also.

The efficacy of those efforts may be indicated by the data described below:

When initially assessed in early Fall, 2020, learning loss likely due to the COVID-19 pandemic was readily apparent in local assessment data. The iReady Diagnostic 1 Assessment was given in September, 2020, to establish a baseline. The results of that assessment indicated that, in reading, 59% of students were at risk of the need for Tier 3 support and interventions. The primary areas in need of support were Comprehension, Informational Text, Vocabulary, and Comprehension, Literature. In math, the percentage of students at risk of Tier 3 support was 42%, especially in the area of Geometry, followed by Measurement and Data. Specific domain needs vary by grade level.

Students were assessed again in February, 2021, to measure if there were continued learning loss as a result of opening schools with distance learning, and using a hybrid model when students returned to school. Results were compared and changes noted in three diagnostic categories used to determine necessary supports and interventions: Tier 1 (on or above grade level), Tier 2 (1 level below grade level), and Tier 3 (two or more levels below).

Reading, Winter, 2021, Percentages at each Tier and change in percentage from baseline:

Overall placement, Tier 1 -- 22%; +15 Tier 2 – 27%; -7 Risk of Tier 3 – 51%; -8

Grade 2: Tier 1 – 21%; +14 Tier 2 – 50%; -5 Risk of Tier 3 – 29%; -9

Grade 3: Tier 1 – 37%; +27 Tier 2 – 21%; -13 Risk of Tier 3 – 42%; -14

Grade 4: Tier 1 – 14%; +14 Tier 2 – 44%; -3 Risk of Tier 3 – 43%; -10

Grade 5: Tier 1 – 15%; +13 Tier 2 – 22%; -7 Risk of Tier 3 – 64%; -5

Grade 6: Tier 1 – 17%; +6 Tier 2 – 25%; 0 Risk of Tier 3 – 58%; -6

Grade 7: Tier 1 – 22%; +14 Tier 2 – 18%; -11 Risk of Tier 3 – 60%; -3

Grade 8: Tier 1 – 25%; +11 Tier 2 – 17%; -3 Risk of Tier 3 – 58%; -8

Domains – Most Tier 1: Phonological Awareness, followed by High Frequency Words; Phonics results did not keep pace with the former two. Most Tier 2: Comprehension, Literature and Vocabulary, and Comprehension, Informational Text were about the same. Most Risk of Tier 3: Comprehension, Informational Text, followed by and Vocabulary and Comprehension, Literature, were significantly greater than the other domains.

Changes: The difference between the baseline and 2021 Reading Diagnostic 2 assessments show that the overall percentage of students in grades 2-8 who were on or above grade level increased by 15% points (7% to 22%). At every grade level, with the exception of 6th, students showed double-digit increases of those scoring at Tier 1.

These results suggest that learning loss in Reading was somewhat mitigated by the actions in this section, implemented by the District's TK-8 instructional staff. However, the percentages in Tier 1 are significantly lower than the District's expectation. 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 2021-22. 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.

Math Winter, 2021, Percentages at each Tier and change in percentage from baseline:  
Overall placement, math: Tier 1 -- 22%; +17 Tier 2 – 40%; -13 Risk of Tier 3 – 38%; -5  
Grade 2: Tier 1 – 24%; +14 Tier 2 – 43%; -11 Risk of Tier 3 – 34%; -3  
Grade 3: Tier 1 – 17%; +14 Tier 2 – 47%; -4 Risk of Tier 3 – 36%; -10  
Grade 4: Tier 1 – 7%; +4 Tier 2 – 55%; +5 Risk of Tier 3 – 38%; -9  
Grade 5: Tier 1 – 19%; +16 Tier 2 – 48%; -19 Risk of Tier 3 – 34%; +4  
Grade 6: Tier 1 – 31%; +24 Tier 2 – 36%; -19 Risk of Tier 3 – 34%; -4  
Grade 7: Tier 1 – 32%; +30 Tier 2 – 24%; -31 Risk of Tier 3 – 44%; +1  
Grade 8: Tier 1 – 23%; +17 Tier 2 – 35%; -3 Risk of Tier 3 – 42%; -14

Domains – Results were similar in all domains, with some distinguishable differences to guide planning. Most Tier 1: Numbers and Operations followed by Measurement and Data. Most Tier 2: Results for Geometry were very similar to Algebra and Algebraic Thinking. Most Risk of Tier 3: Geometry followed by Algebra and Algebraic Thinking. Specific domain needs vary by grade level.

Changes: The difference between the baseline and 2021 Math Diagnostic 2 assessments show that the overall percentage of students in grades 2-8 who were on or above grade level increased by 17% points (5% to 22%). At every grade level, with the exception of 4th, students showed double-digit increases of those scoring at Tier 1. Grade 4 results appear anomalous, and will be closely examined, along with all other data, for possible root causes.

These results suggest that learning loss in Math was also somewhat mitigated by the actions in this section, implemented by the



District's TK-8 instructional staff. As with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. 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 2021-22. 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.



## **Analysis of Mental Health and Social and Emotional Well-Being**

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

It was evident from the beginning of the year that the disconnections from distance and hybrid learning, and the impacts of the pandemic on families and the community were taking a toll on the social-emotional health of our students. The challenge was in serving those needs comprehensively. To provide supports, school site teachers, administrators, counselors and psychologists maintained alertness to changes in students' behaviors, and those staff, in addition to the Family Liaison, reached out to students and families to provide support.

The return to in-person learning has provided preliminary anecdotal data that students at the elementary level may need to relearn appropriate classroom behaviors and how to interact with large groups of people. The relative isolation of distance learning and hybrid, coupled with the other outside impacts of the pandemic appear to have measurably impacted younger students, and are exhibiting more misbehaviors than prior to the school closure.

The District recognizes that the pandemic has had far-reaching impacts on students' social-emotional well-being, and that these impacts have disproportionately affected families of high-needs students. Moving forward, we will increase our efforts to address these needs, and will hire and/or retain 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; increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; and provide 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.

## **Analysis of Pupil and Family Engagement and Outreach**

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

Engaging pupils during distance and hybrid learning was an on-going challenge. The District/Home Liaisons and counselors provided outreach, as did school staffs, but getting students to fully participate when not in-person remained difficult. The families of many of our high-needs students were often engaged in just trying to get through the economic and emotional trauma of the pandemic, and that also impacted their child's ability to engage.

Family needs and economic issues caused by the pandemic manifested themselves in this small community and created challenges to fully engage students and families in school and District activities.

While the above challenges exist, District and schools' staffs have had some positive results in outreach. The community recognizes that the staff members are involved in the community, not commuters like many districts, and have their own children in the schools. Many staff attended the schools themselves, and almost all have come up through the system in one way or another. There is a greater than usual degree of trust between staff and the community, which supports greater outreach. As a result of the changes made due to the pandemic, feedback from administrators and teachers, and support staff suggest that many have acquired a deeper understanding of their students' home lives. This understanding has enhanced relationships between schools and families, and will better inform the instructional and social-emotional supports they will provide in the future.

## **Analysis of School Nutrition**

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

On March 13th, 2020, when the world began locking down, the CUSD food service department kicked into high gear. As always, and without hesitation, the Food Services staff put a plan together over the weekend that would ensure our students and community wouldn't have to worry about food insecurities. Monday March 16, 2020 we were ready to go. There would be many challenges over the months to come: staff shortages, food shortages, and fears of what the pandemic would bring next. We made changes almost daily, throughout the months, to improve our service, such as little tweaks here and there to make it easier for our families to have access to our meal service and make it more efficient for the staff. We found as the months went on that more and more parents were going back to work, and that made it harder for them to access meals. We had drive through pick-ups, bus deliveries, staff deliveries, and any kind of delivery system we could think of to make sure we were reaching all of our families. With so many schools ordering the same food items shortages were happening every week, but our vendors were great and always made sure to replace product that was out of stock with something to take its place. It would have been impossible without the support of such an amazing District. Our maintenance department helped load buses for deliveries, teachers aides road on the buses to hand meals to students, the Principals volunteered their time when we were short staffed. This past year-and-a-half would have been rough without the support of so many great people coming together to ensure our students and community had what they needed to stay safe and successful. It takes a village and we are proud to work with such great people.

The CUSD Food Services staff has been a tremendous success for our District and community in providing meals to students at home for distance learning.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	1. The District will survey staff to determine needs, then offer professional learning to staff in Mental and Social Emotional Well-Being.	\$1,000.00	\$0	Yes
Pupil Engagement and Outreach	2. The District is developing a plan for offering participation incentives to further interest and engage students.	\$10,000.00	\$8,882	No

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

We were not able to identify and offer formal professional learning social-emotional learning and supports. While there is no control group with which to compare results, we believe that the incentives helped increase distance learning engagement.

## Overall Analysis

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

The Go Guardian software has been highly effective in engaging students and keeping them focused on tasks. Because of this success, the District will contract for the social-emotional Go Guardian program that monitors student writing for key words that trigger referrals to counsellors and alert administrators.

As a result of the changes made due to the pandemic, feedback from administrators and teachers, and support staff suggest that many have acquired a deeper understanding of their students’ home lives. This understanding has enhanced relationships between schools and families and will better inform the instructional and social-emotional supports that they will provide in the future.

The District has engaged in positive and productive conversations with and among teachers regarding grading practices and their impact on student motivation and student learning. One challenge has been recognizing the difference between a “0%” and a “50%” when assigning grades, and how one might leave a student hopeless to ever recover, while the other offers hope to improve to a passing grade or better. Principals are seeing changes in the practices of teachers in upper elementary and secondary grades. These changes will be the foundation for further conversations on supporting struggling students through equitable grading practices.

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

iReady results in Redding and Math suggest that learning loss was somewhat mitigated by the actions in this section, implemented by the District's TK-8 instructional staff. However, the percentages in Tier 1 are significantly lower than the District's expectation. 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 2021-22. 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.

In assessing the impact of learning loss, the District came to realize that a more systematic means of assessing students and collecting useable data was needed to inform instructional planning, particularly at the high school. To provide the necessary information, the District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting unduplicated students and students with exceptional needs:

- Illuminate Data
- Benchmarks
- Self-Assessments/Rubrics

In order to best use those data, 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. The District will maintain and build effective site leadership teams that leads to increased academic outcomes for students and decreased achievement gaps. These teams will facilitate data collection and review, and the planning for which teachers will be provided time and resources to conduct.

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

The District has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update, so those descriptions are not reiterated here.

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

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

The district believes that the correct actions are being implemented but needs time to go deeper and focus on these initiatives.

iReady ELA and math programs were welcomed by the teachers, and there is evidence from “Two separate studies [that] found that students with disabilities demonstrated positive and statistically significant higher growth on the i-Ready diagnostic in both reading and mathematics, and one of these studies also found positive and statistically significant results for students who were English Learners and students who were economically disadvantaged.” [<https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact/>]

ELA results from 2016 to 2019 indicate that, with the exception of English Learners, the District’s language arts initiative have been successful, and will generally be continued. We recognize that the pandemic has had an impact on reading and ELA, and iReady score bear this out. Unduplicated students will need additional supports to continue to address learning loss as the new LCAP is implemented.

iReady results in Reading and Math suggest that learning loss was somewhat mitigated by the actions in this section, implemented by the District’s TK-8 instructional staff.

The Reading Lab was resumed when students returned to campus for hybrid learning, and students were provided the additional supports and extra help they needed to fill learning gaps. While the data are not sufficient to indicate a trend, we believe that the Reading Lab, along with classroom support and interventions, contributed to the unexpected double-digit increases in iReady assessment scores between Fall, 2020, and Spring, 2121, and will continue this program.

While improved, the percentages in Tier 1 are lower than the District’s expectation. 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 2021-22. 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.

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.

Math scores overall and among unduplicated student groups have not grown as expected since the baseline year. iReady assessment data shows that, as a result of the pandemic, the need for math intervention and supports is even more urgent. In 2020-21, the District hired an additional high school math teacher to help address this need for our unduplicated students. That teacher will be continued in the new LCAP, and additional math supports added. Over the course of the 2019-2020 school year, prior to the pandemic, the district initiated an intervention program primarily focused on math that will benefit the students and help to close the missing pieces in the students' math skills and knowledge. The district believes that this will take time but will benefit students with continued support and monitoring of data.

The Go Guardian software has been highly effective in engaging students and keeping them focused on tasks. Because of this success, the District will contract for the social-emotional Go Guardian program that monitors student writing for key words that trigger referrals to counsellors and alert administrators.

The District has engaged in positive and productive conversations with and among teachers regarding grading practices and their impact on student motivation and student learning. One challenge has been recognizing the difference between a "0%" and a "50%" when assigning grades, and how one might leave a student hopeless to ever recover, while the other offers hope to improve to a passing grade or better. Principals are seeing changes in the practices of teachers in upper elementary and secondary grades. These changes will be the foundation for further conversations on supporting struggling students through equitable grading practices.

Due to the pandemic, students in the upper grades appeared to become disconnected from school after the school closure. Teachers reported that many paid little attention to what was presented, logged on late or early, or did not log on at all. Hold harmless policies, while well-intended, may have also impacted the declining engagement. Another area that appeared impacted was preparation for college admission or career preparation. Declines in students having plans in place were significant. We will, in the 2021-24 LCAP, provide increased 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 and EI pupils. Students' progress in meeting post-secondary eligibility will be monitored utilizing various data systems.

The District recognizes that the pandemic has had far-reaching impacts on students' social-emotional well-being, and that these impacts have disproportionately affected families of high-needs students. Moving forward, we will increase our efforts to address these needs, and will hire and/or retain 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; increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; and provide 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.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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



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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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



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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caruthers Unified School District	Marla Dominguez Caruthers Elementary School	mdominguez@caruthers.k12.ca.us 559-495-6431

## Plan Summary [2021-22]

### General Information

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

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 1508 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 1,568 students, 91.1% of them are low-income (LI) and qualify for free and reduced lunch, and 26.1% are designated as English Learner students. 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 was successful in continuing 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 provided instructional support for new teachers through a mentorship program to help them better meet the needs of low income and EL pupils and we were pleased with its success. Technology training and professional learning support for all staff was provided to support the switch to distance learning.

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

Forums for parents to discuss and collaborate on what student expectations are were continued from the beginning of the year, 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).

As Chronic Absenteeism data from 2019 indicates, absenteeism rates decreased, thereby increasing academic achievement for unduplicated students.

Instructional support was provided for unduplicated students focused on primary grades on early literacy skills, language development, math and intervention through small class size (4th -12th grades) and an Rtl 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.

After analysis and research, the iReady program was purchased to support students through intervention and allow students to continue to academically succeed. Classroom teachers who piloted the program were enthusiastic about its potential.

While it was impacted by the school closures, the District's efforts to increase achievement in English language arts has generally been successful. There has been nearly 23-points overall improvement on the SBAC ELA Assessment from 2016 to 2019. All reported groups showed double-digit improvements during that time, with the exception of English Learners. Special needs students improved by over 50 points.

The high school math teacher has been an excellent addition to the staff to provide support to struggling students.

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 were served by

various clubs and programs that made them feel safer and develop positive character, while at school. Students participated and or had access to Junior Doctor's and Doctor's Academy, athletics, summer bridge, and after school programs.

The suspension rate has decreased overall since the baseline year to 2019 and all subgroups declined except for Hispanic students and Asians. The most significant decrease was that of Students with Disabilities that had a 4.3% decrease.

The District experienced success in significantly increasing the percentage of high school students (9th and 11th grades) who indicated they felt connected to school. Those percentages increased by 12%-age points and 17%-age points, respectively. These improvements were far above our targets of 5%-age points. However, helping high school students feel safe at school was a challenge. The percentage of 9th graders reporting feeling safe fell by 12%-age points to 53%, and 11th graders fell 6%-age points to 56%.

Stakeholders were pleased with the sanitation and safety measures implemented for students who returned to school for hybrid instructional delivery.

Providing access to devices and connectivity to the internet has been one of the District's primary 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 new or revised actions from the Learning Continuity Plan implemented in 2020-21, and any additional actions identified through stakeholder 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 is taking 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.

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, and would be considered a future challenge rather than current success.

Math performance from the baseline to 2019 is a concern, as it has declined 6.4 points overall during that time. Unduplicated student groups are performing below the overall results, and significantly below standard. The District is taking steps, described in the Overall Analysis section, to better address the needs of Unduplicated Pupils in math.

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 being two or more levels below grade, with the exception of Grade 2, are cause for concern, greatly exceeding 50% in grades 5-8. Math results show that, as with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. While the Tier 3 percentages are lower, they are still significant and the combined (Tier 2 plus Tier 3) percentages of students below grade level range from 68% to 93%.

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 2021-22. 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.

Early Assessment Program (EAP) results show significant gaps between the percentage of English Learners scoring "ready" and over results. They also show that our low-income students are 10 percent of more behind statewide performance in both ELA and math. A-G completion rates and AP exam pass rates were lower than District expectations for 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. Less than 2/3 of students surveyed during Spring of 2020 felt that instruction and support were satisfactory, and just over half felt that they had appropriate access to social-emotional supports.

The most recent graduation rate data are the 2020 California School Dashboard District Graduation Rate Report, which shows a 92.1% rate overall; Hispanic, 92.2%; Asian, 91.7%, White, 90.5%; English Learners, 73.5%; Students with Disabilities, 62.5%; Low-Income, 91.4%. 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. To this end, students' academic and social-emotional progress will be enhanced by programs such as the G0-Guardian social-emotional status software that tracks indicators of social-emotional distress and alerts a counselor and administrator.

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

# LCAP Highlights

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

- 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.



# 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

# Stakeholder Engagement

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

The District engaged stakeholders throughout the 2020-21 school year to discuss alternatives for reopening schools and providing instructional supports and interventions.

After school started, the District sought input to inform the major portions of the District's instructional plan. Site administrators and school liaisons also reached out to families to encourage participation. Students and parents were asked to complete an online survey from September 7th through 11th regarding what the District was doing well to provide support services to pupils and families, and what might be improved. Copies of the survey questions were available by request at the school sites. All materials, surveys, communications, and presentations were provided in English and Spanish.

Formal meetings to gather concerns and present proposed actions were held during the winter and spring months. Stakeholder groups were asked to provide input regarding interventions and supports, including extended learning opportunities. During meetings with stakeholders, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) were asked to provide:

- Clarifying questions and/or comments;
- Input/suggestions for assessing and addressing learning loss;
- Suggestions for supports for students who are struggling or have special needs;
- Needed supports for social and emotional well-being; and
- Degree to which supports were needed to access technology

The District's proposed actions to provide supports and accelerate learning for our neediest students was a primary topic at all meetings. Translation was provided orally at DELAC and ELAC meetings

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 following groups participated in surveys and/or feedback sessions, such as stakeholder input meetings:

- District Administration/Principals Meeting – Ongoing through the school year.
- Classified Bargaining Unit including all Classified Staff Stakeholder Input Meeting February 25, 2021

- Certificated Bargaining Unit including teachers Stakeholder Input Meeting February 25, 2021
- Community Stakeholder Input Meeting – Surveyed September 7-11, 2020, Spring, 2021, and met the week of February 23-26, 2021
- Student Input Meeting – Surveyed September 7-11, 2020, Spring 2021
- Parent Advisory Committee (PAC) Input Meeting -- February 18, 2021
- District English Learner Advisory Committee (DELAC) Input Meeting February 18, 2021

At the DELAC and PAC meetings, a draft of the proposed LCAP was presented to each group for discussion and comment. Neither advisory group had questions for the Superintendent.

The Public Comment period ran from May 24, 2021 to June 4, 2021. A draft of the LCAP was made available to stakeholders by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.

The LCAP submitted for CUSD 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.

Public Hearing – May 24, 2021

The LCAP was adopted by the CUSD Governing Board on June 28, 2021, after a report was made to the Board on the Local Indicators for state priorities 1, 2, 3, 6, and 7. The 2021-22 Caruthers Unified School District budget was adopted subsequent to the LCAP.

Submit to FCSS – June 29, 2021.

#### A summary of the feedback provided by specific stakeholder groups.

A key result of the feedback process, 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.

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. Several students suggested that personal attention was important. Teaching students coping strategies to deal with the difficult situation was something counselors might be able to do.

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."

Parents are 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.

The DAC echoes the appreciation for the District's efforts to provide working technology and connectivity, and the hope that this will continue. Positive remarks were also made regarding the improved ease of communicating between the District and Spanish-speaking parents.

Staff stakeholders 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.

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

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 2021-14 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.

##### 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.

# 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 indicate that the actions and services in which the District has engaged have generally been effective in increasing the academic achievement of all students, with room for growth. From the baseline year, the district has shown significant increases, with a 22.2-point gain from distance from standard from the base year to 2019 in ELA. The district is closely examining the data and will focus on the high school practices and assessments to monitor and student growth and academic achievement. The district does believe that the correct actions are being implemented but needs time to go deeper and focusing on these initiatives.

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.

Math performance from the baseline to 2019 is a concern, as it has declined 6.4 points overall during that time. Unduplicated student groups are performing below the overall results, and significantly below standard. The District is taking steps, described in this plan, to better address the needs of Unduplicated Pupils in math.

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 being two or more levels below grade, with the exception of Grade 2, are cause for concern, greatly exceeding 50% in grades 5-8. Math results show that, as with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. While the Tier 3 percentages are lower, they are still significant and the combined (Tier 2 plus Tier 3) percentages of students below grade level range from 68% to 93%.

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 2021-22. 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.

Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate stakeholder input.

## 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)  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				All Students -- 0 points below (Green)  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]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	than 30 students, or less than 15 for Foster Youth and Homeless]				
California School Dashboard: Math Distance from Standard	<p>2019: All Students -- 51.4 points below (Orange)</p> <p>Students w/Disabilities -- 114.9 points below (Red)</p> <p>English Learners -- 64.6 points below (Orange)</p> <p>Hispanic -- 54.0 points below (Orange)</p> <p>Low Income -- 54.7 points below (Orange)</p> <p>White -- 43.3 points below (Orange)</p> <p>Asian -- 7.9 points below (No color*)</p>				<p>All Students -- 24.0 points below (Green)</p> <p>Students w/Disabilities -- 70.0 points below (Yellow)</p> <p>English Learners -- 29.0 points below (Yellow)</p> <p>Hispanic -- 24.0 points below (Green)</p> <p>Low Income -- 24.0 points below (Green)</p> <p>White -- 14.0 points below (Green)</p> <p>Asian -- 20 points above</p> <p>[California School Dashboard]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.  [Report to Board]
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	45.9%  [Status -- 2019 California School Dashboard]				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]				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 aligned curriculum materials.  [June, 2021, Report to Board]				MET -- Results reported  100% of students will have access to standards aligned curriculum materials.  [2023 Report to Board]



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	<p>MET -- Results reported</p> <p>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.</p> <p>[June, 2021, Report to Board]</p>				<p>MET -- Results reported</p> <p>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.</p> <p>[2024 Report to Board]</p>
Access to a Broad Course of Study	<p>MET -- Results reported</p> <p>The District's measures in response 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.</p>				<p>MET -- Results reported</p> <p>The District's measures in response 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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All students had access to a broad course of study.</p> <p>[June, 2021, Report to Board]</p>				<p>All students will have access to a broad course of study.</p> <p>[Report to Board]</p>
iReady Reading	<p>Overall placement, Winter 2021:</p> <p>Tier 1 -- 22%</p> <p>Tier 2 – 27%</p> <p>Risk of Tier 3 – 51%</p>				<p>Overall placement, Winter 2024:</p> <p>Tier 1 -- 28%</p> <p>Tier 2 – 32%;</p> <p>Risk of Tier 3 – 40%</p>
iReady Math	<p>Overall placement, Winter 2021:</p> <p>Tier 1 -- 22%</p> <p>Tier 2 – 40%</p> <p>Risk of Tier 3 – 38%</p>				<p>Overall placement, Winter 2024:</p> <p>Tier 1 -- 27%</p> <p>Tier 2 – 45%;</p> <p>Risk of Tier 3 - 28%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials.	\$10,236,027.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional Development for Staff	<p>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, in order to support academic gains and to close achievement gaps on state and local assessments.</p> <p>Teachers and instructional aides will be engaged in relevant and timely learning opportunities 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:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• ELA</li> <li>• Science</li> <li>• Social Science</li> <li>• Kagan Structures</li> <li>• Assessment Training/Conference</li> <li>• ERWC</li> <li>• Instructional Strategies</li> </ul>	\$802,795.00	Yes
3	Student Data and Assessment	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, the district will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting unduplicated students and students with exceptional needs:</p> <ul style="list-style-type: none"> <li>• Illuminate Data</li> <li>• Benchmarks</li> <li>• Self-Assessments/Rubrics</li> </ul>	\$21,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Supplemental Instruction and Materials	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, 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 for unduplicated pupils, including low income students, English Learners, students with exceptional needs, Foster Youth, and homeless students. The District will make decisions based on evidence. The materials and implementation strategies may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructional Programs that are Supplemental to Core</li> <li>• Supplemental English Language Arts Support Curricula</li> <li>• iReady Math and Reading</li> <li>• Technology to Implement Supplemental Curricula</li> <li>• District Reading Lab</li> <li>• Guided Reading Materials</li> </ul>	\$522,169.00	Yes
5	Instructional Leadership and Guidance Support	<p>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, Students with Disabilities, and higher-performing student groups, the District will support the following activities:</p> <ul style="list-style-type: none"> <li>• School Leadership Teams</li> </ul>	\$272,337.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Early Childhood Education	To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, the district will actively collaborate with preschool to support the successful transition of those pupils to elementary school. Since most of those students meet the definition of unduplicated pupils, the district will principally target the participation of parents, including those of students with exceptional needs, in preparing for the transition.	\$498,291.00	No
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 provide those students with easier access to the core curriculum. The District will also provide professional development for teachers in supporting student with exceptional needs and increasing their access to the core curriculum.	\$1,919,026.00	No
8	Extended Learning	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, 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 K-12. that include, but are not limited to:</p> <p>Before and/or After School extended learning sessions Tutoring Summer School</p> <p>For 2021 and 2022, these programs will be paid for, in part, by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the programs with LCFF funding.</p>	\$892,726.00	No

Action #	Title	Description	Total Funds	Contributing
9	Improving English Language Development Instruction	<p>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:</p> <ul style="list-style-type: none"> <li>• Provide teachers with professional development in ELD strategies that increasing English Learner students' access to the core.</li> <li>• Provide teachers with professional development in ELD strategies that accelerate English Learner students' acquisition of English.</li> <li>• Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core.</li> <li>• Provide increased paraprofessional support for small groups and individuals</li> <li>• 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.</li> </ul>	\$68,637.00	Yes
10	Smaller Class Sizes	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, the District will maintain smaller class sizes in 4th through 12th grades. In order to do so, the District is paying for sufficient classroom spaces in which to conduct such classes and additional teaching and paraprofessional staff to maintain reduced class sizes.</p>	\$2,131,265.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Access to a Broad Course of Study	<p>The District will plan master schedules at the secondary level to ensure that high-needs students, including English Learners, 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.</p> <p>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.</p> <p>District stakeholders 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.</p>	\$4,638,882.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
2	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.

Just over half of students surveyed during Spring of 2020 felt that they had appropriate access to social-emotional supports. Though our student survey results showed that over 70% of students who responded felt connected to school and safe there, the District believes that all students should feel safe and connected to their school.

Staff stakeholders 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.

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 they serve are overwhelmingly positive, as evidenced by parent survey results, 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 high school dropout rate is a concern, and we want all students to be motivated to stay in school and finish with their cohort.

# 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 97%  [2023-24 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 -- 2% Hispanic -- 2% Asian -- 2% White -- 8% SED -- 5% EL -- 4% SWD -- 10%  [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  [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	<p>Overall -- 3.5%  Hispanic -- 3.4%  Asian -- 1.5%  White -- 3.6%  SED -- 3.7%  EL -- 1.7%  SWD -- 5.9%</p> <p>[DataQuest, 2019-20 Suspension Rate]</p>				<p>Overall -- 2.5%  Hispanic -- 2.5%  Asian -- .5%  White -- 2.5%  SED -- 2.5  EL --.7%  SWD -- 2.5%</p> <p>[2022-23 DataQuest Suspension Rate]</p>
Parent Engagement: Results of the State's Self-Reflection Tool Reported to the CUSD Governing Board	<p>MET -- Results reported</p> <p>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.</p> <p>[June, 2021, Report to the CUSD Governing Board]</p>				<p>MET -- Results reported</p> <p>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.</p> <p>[2024 Report to the CUSD Governing Board]</p>
High School Dropout Rate	<p>2.9%</p> <p>[2019-20 DataQuest Four-Year Adjusted Cohort Outcome]</p>				<p>0%</p> <p>[2022-23 DataQuest Four-Year Adjusted Cohort Outcome]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0%. [CALPADS, 2019-20]				0%. [2022-23 CALPADS]
Expulsion Rate	0% DataQuest, 2019-20 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 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) [June, 2021, Report to the CUSD Governing Board]				MET -- Results reported 90% of students responding will feel safe at their school(s) [2024 Report to the CUSD Governing Board]

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, 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.</p> <p>Through the following programs, the district will principally target the engaged and continuous participation of parents of unduplicated pupils, and those of students with exceptional needs:</p> <ul style="list-style-type: none"> <li>• Parent Programs</li> <li>• Parent Institute for Quality Education (PIQE)</li> <li>• Parent Workshops/Trainings/Meetings</li> <li>• Family Liaisons</li> </ul>	\$49,550.00	Yes
2	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate	\$3,560,209.00	No
3	School Culture and Social Behavior	<p>Not all students feel safe at or connected to school, according to the District's Student Survey. A significant percentage of those students are low income students, Foster Youth, or English Learners.</p> <p>To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will create school environments that welcome and support all of our student populations by:</p> <ul style="list-style-type: none"> <li>• Hiring and/or retaining 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.</li> </ul>	\$129,469.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</li> <li>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.</li> </ul>		
4	Transportation for Easier School Access	In order to increase academic outcomes and decrease chronic absenteeism rates for Low Income students, a group 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.	\$867,823.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	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.

Early Assessment Program (EAP) results show significant gaps between the percentage of English Learners scoring “ready” and over results. They also show that our low-income students are 10 percent of more behind statewide performance in both ELA and math. A-G completion rates and AP exam pass rates were lower than District expectations for 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. Less than 2/3 of students surveyed during Spring of 2020 felt that instruction and support were satisfactory, and just over half felt that they had appropriate access to social-emotional supports.

Preparedness rates for the Dashboard College and Career indicator show significant differences between overall percentages and those for English Learners.

The most recent graduation rate data are the 2020 California School Dashboard District Graduation Rate Report, which shows a 92.1% rate overall; Hispanic, 92.2%; Asian, 91.7%, White, 90.5%; English Learners, 73.5%; Students with Disabilities, 62.5%; Low-Income, 91.4%. 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
<p>Graduating seniors will have confirmed plans of enrollment in one of the following: college, university, vocational program, or military</p>	<p>All students -- 78%                      Hispanic -- 77%                      Asian -- N/R                      White -- N/R                      SED -- 75%                      EL -- N/R                      SWD -- N/R</p> <p>Percentages are not reported (N/R) for groups with less than 11 students.</p> <p>[2019 District Data]</p>				<p>All students -- 90%                      Hispanic -- 90%                      SED -- 90%</p> <p>90% or greater for all groups reporting results.</p> <p>[2024 District Data]</p>
<p>Early Assessment Program (EAP):                      % PUPILS SCORING “READY” on SBAC ELA Assessments</p>	<p>All Students: 15.29%                      SWD: 0%                      EL: 8.33%                      Hispanic: 13.71%                      SED: 14.18%                      White: 21.05%</p> <p>[DataQuest, SBAC ELA Assessments, 2018-19]</p>				<p>All Students: 35%                      SWD: 5%                      EL: 15%                      Hispanic: 30%                      SED: 30%                      White: 40%</p> <p>[2022-23 DataQuest, SBAC ELA Assessments]</p>
<p>Early Assessment Program (EAP):                      % PUPILS SCORING “READY” on SBAC Math Assessments</p>	<p>All Students: 3.23%                      SWD: 0%                      EL: 0%                      Hispanic: 2.44%                      SED: 3.01%                      White: 5.26%</p>				<p>All Students: 15%                      SWD: 5%                      EL: 10%                      Hispanic: 15%                      SED: 15%                      White: 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[DataQuest, SBAC Math Assessments, 2018-19]				[2022-23 DataQuest, SBAC Math Assessments]
A-G Completion Rate	<p>All students~ 42.4%  Hispanic~ 43.0%  Asian~ 58.3%  White~ 31.6%  SED~ 41.4%  SWD -- 0.5%  EL -- 20.0%</p> <p>(Foster Youth and Homeless results not reported)</p> <p>[DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]</p>				<p>All students~ 55%  Hispanic~ 55%  Asian~ 65%  White~ 45%  SED~ 55%  SWD -- 2%  EL -- 35%</p> <p>[2022-23 DataQuest Four-Year Adjusted Cohort Graduation Rate]</p>
CTE Pathway Completion Rate	<p>All students~ 42.0%  Hispanic~ 40.1%  Asian~ 58.3%  White~ 38.1%  SED~ 37.2%  SWD -- 50.0%  EL -- 37.8%</p> <p>[2019-20 CALPADS EOY Reports 3.14 and 3.15]</p>				<p>All students~ 50%  Hispanic~ 50%  Asian~ 65%  White~ 48%  SED~ 50%  SWD -- 50%  EL -- 48%</p> <p>[2022-23 CALPADS EOY Reports 3.14 and 3.15]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	<p>All students~ 92.5%  Hispanic~ 96.2%  White~ 71.4%  SED~ 93.1%  EL~ 93.3%</p> <p>[DataQuest, 2019-20 Five-Year Cohort Graduation Rate]</p>				<p>All students~ 99%  Hispanic~ 99%  White~ 81%  SED~ 99%  EL~ 99%</p> <p>[2022-23 DataQuest, Five-Year Cohort Graduation Rate]</p>
California School Dashboard High School Graduation Rate	<p>All students~ 93.0%  Hispanic~ 96.2%  White~ 69.2%  SED~ 93.8%  EL~ 93.8%</p> <p>All other student groups had numbers too low to report.</p> <p>[2019 California School Dashboard (combined four- and five-year graduation rate, and the DASS graduation rate)]</p>				<p>All students~ 99%  Hispanic~ 99%  White~ 80%  SED~ 99%  EL~ 99%</p> <p>[2023 California School Dashboard]</p>
Advanced Placement Exams: % of pupils scoring 3 or higher	<p>20.0%</p> <p>[2020 AP College Board]</p>				<p>30%</p> <p>[2023 AP College Board]</p>

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~ 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]				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
1	College & Career and Post-Secondary Education	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, the District will provide:</p> <ul style="list-style-type: none"> <li>• Increased access to counseling services, with two a the high school</li> <li>• 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 and EL pupils.</li> <li>• 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.</li> <li>• College field trips in grades 7th-12th</li> <li>• FASFA and Dream Act workshops</li> <li>• College prep workshops for students</li> <li>• Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes</li> <li>• PSAT fees</li> <li>• A CTE/ROP Coordinator to support students in completing pathways</li> <li>• A Migrant Counselor who assists parents with Migrant program activities, recruit for migrant conferences and events</li> <li>• Parent conferences regarding: student academic progress, post-secondary plans, and personal needs</li> </ul>	\$1,098,825.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.06%	\$4,951,844

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

## Required Descriptions

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

The 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 stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

### Goal 1

Prior to the pandemic, the District's efforts to increase achievement in English language arts has generally been successful. There has been nearly 23-points overall improvement on the SBAC ELA Assessment from 2016 to 2019. All reported groups showed double-digit improvements during that time, with the exception of English Learners. Special needs students improved by over 50 points. Based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2019-20 LCAP Goal 1 to the 2021-24 plan: Actions 2, 3 and 6 (new Goal 1, Action 3), Action 4, Action 5, Action 7 (to Goal 2, Action 1), Actions 8, 10, and 11 (new Goal 1, Action 9), Action 9 (new Goal 1, Action 2), Actions 12 and 13 (to Goal 2, Action 4)

Needs, Conditions, or Circumstances for Goal 1: Promote academic achievement for all students, including low-income, English learners, and foster youth students --

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.

Math performance from the baseline to 2019 is a concern, as it has declined 6.4 points overall during that time. Unduplicated student groups are performing below the overall results, and significantly below standard. The District is taking steps, described in this plan, to better address the needs of Unduplicated Pupils in math.

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 being two or more levels below grade, with the exception of Grade 2, are cause for concern, greatly exceeding 50% in grades 5-8. Math results show that, as with Reading, the percentages in Tier 1 are significantly lower than the District's expectation. While the Tier 3 percentages are lower, they are still significant and the combined (Tier 2 plus Tier 3) percentages of students below grade level range from 68% to 93%.

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.

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

Goal 1, Action 2 -- 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, 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 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.

Goal 1, Action 3 -- 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 unduplicated students and students with exceptional needs.

Goal 1, Action 4 -- 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 unduplicated pupils, including low income students, English Learners, students with exceptional needs, Foster Youth, and homeless students.

The District will make decisions based on evidence.

Goal 1, Action 5 -- The District will support site leadership teams in order to maintain and build effective site leadership that leads to increased academic outcomes.



Goal 1, Action 9 – 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.

Goal 1, Action 10 – 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:

Goal 1, Action 2 – Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators, is expected to have a significant impact on students' academic and other outcomes. 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.

Goal 1, Action 3 -- The data cited above clearly show there are achievement gaps between student groups in our District. Even after those students 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 high-needs students to get increased academic outcomes.

Goal 1, Action 4 -- 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".

Goal 1, Action 5 – 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 expect that by enhancing leadership abilities among administrators and staff, we will see increases in teacher efficacy and improved academic results.

Goal 1, Action 9 – 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.

Goal 1, Action 10 – Teachers will be retained to maintain smaller class sizes, including, most recently, an additional math teacher to reduce class sizes at Caruthers High School, providing increased support for students at-risk. 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 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.

## Goal 2

The suspension rate has decreased overall since 2019, from 4.3% to 3.5%, with the Low-Income and English Learner groups declining by .8% and 1.2%, respectively. The most significant decrease was that of Students with Disabilities, who had a 1.9% decrease. As Chronic Absenteeism data indicates, absenteeism rates have decreased, thereby increasing academic achievement for unduplicated students. The District experienced success in significantly increasing the percentage of high school students (9th and 11th grades) who indicated they felt connected to school. Those percentages increased by 12%-age points and 17%-age points, respectively. These improvements were far above our targets of 5%-age points. Parent Survey data were included in the Local Indicator report presented to the Governing Board. In those surveys, 93% of parents felts schools build trusting relationships and 88% felt that there was effective two-way communication. These results indicate that, while there is need for improvement, our family engagement actions have met the approval of parents and should be continued. Based on this evidence of their effectiveness, the District is continuing the following Goal 2 actions, with emendations, from the 2019-20 LCAP to the 2021-24 plan: Action 1 (to Goal 1, Action 1), Actions 2 and 9 (to Goal 1, Action 10), Action 3 (new Action 2) Action 13 (to Goal 1, Action 11)

Needs, Conditions, or Circumstances for Goal 2: Maintain a safe and healthy school environment while providing opportunities that develop positive character:

Just over half of students surveyed during Spring of 2020 felt that they had appropriate access to social-emotional supports. Though our student survey results showed that over 70% of students who responded felt connected to school and safe there, the District believes that all students should feel safe and connected to their school.

Staff stakeholders 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.

In the District's survey of parents, only 87 responded though the District contains 1658 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 unduplicated students. While relationships between CUSD schools and the families they serve are overwhelmingly positive, as evidenced by parent survey results, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

While relationships between CUSD schools and the families they serve are overwhelmingly positive, as evidenced by parent survey results, 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 high school dropout rate is a concern, and we want all students to be motivated to stay in school and finish with their cohort

Student and parent stakeholders 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.

Stakeholder input, and anecdotal information since the return to school in Spring, 2021, highlight the need to provide students with social-emotional supports.

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

Goal 2, Action 1 -- the district will actively engage parents and families in their children's learning. Through the following programs, the district will principally target the engaged and continuous participation of parents of unduplicated pupils, and those of students with exceptional needs:

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

Goal 2, Action 3 – 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 high-needs students 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.
- 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.

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:

Goal 2, Action 1 -- The Family Liaisons will have a primary focus of engaging families in their children's education. Additionally, enhancing the welcome families feel at schools, along with providing translation services at events will increase family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, 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 outcomes.

Goal 2, Action 3 -- A critical component to student success in learning is a positive school climate that engages students in learning and that encourage regular attendance. Research indicates that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. Research also shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011)

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>. With the implementation of SEL and the additional supports, we expect students to feel increasingly connected to school and safe there, as well.

Goal 2, Action 4 – By providing students with safe, reliable transportation to and from school and ensuring they can arrive, we expect to better meet the needs of low-income pupils by giving them the opportunity to be on time for school daily and stay for the entire school day which would increase their instructional time in their classes, increase attendance rates and reduce chronic absenteeism. This is also expected to increase feelings of school connectedness and result in higher academic achievement.

### Goal 3

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 is continuing the following Goal 3 action, with emendations, from the 2019-20 LCAP to the 2021-24 plan: Goal 3, Action 1

Needs, Conditions, or Circumstances for Goal 3: Guide and prepare all students, including low-income, English learners, and foster youth students, for post-secondary opportunities.

Early Assessment Program (EAP) results show significant gaps between the percentage of English Learners scoring "ready" and over results. They also show that our low-income students are 10 percent of more behind statewide performance in both ELA and math. A-G completion rates and AP exam pass rates were lower than District expectations for 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. Less than 2/3 of students surveyed during Spring of 2020 felt that instruction and support were satisfactory, and just over half felt that they had appropriate access to social-emotional supports.

English Learners lag more than 20% behind overall student performance in completing the A-G requirements for admission to University of California or the California State University system.

Similar trends are seen in the College and Career indicator, with the most recent data showing only 17.6% of English Learners meeting the standard for post-secondary “readiness” compared to 45.1% of all students in the graduation cohort. We also note that less than 10% of students with exceptional needs in the same cohort are meeting the standard of college of career “ready.”

The most recent graduation rate data are the 2020 California School Dashboard District Graduation Rate Report, which shows a 92.1% rate overall; Hispanic, 92.2%; Asian, 91.7%, White, 90.5%; English Learners, 73.5%; Students with Disabilities, 62.5%; Low-Income, 91.4%. 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.

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, with two 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 and EL pupils.
- 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.
- College field trips in grades 7th-12th
- FASFA and Dream Act workshops
- College prep workshops for students
- Recruiting Low-Income students, English Learners, Foster Youth, and homeless students for AP classes
- PSAT fees
- A CTE/ROP Coordinator to support students in completing pathways
- A Migrant Counselor who assists parents with Migrant program activities, recruit for migrant conferences and events
- Parent conferences regarding: student academic progress, post-secondary plans, and personal needs

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 students to set clear, challenging goals, monitoring those goals and providing actionable feedback, and supporting every student's commitment to his or her goal will result in increased student outcomes in all of the metrics associated with this goal, with English Learners and students with exceptional needs closing achievement gaps.

The intent of providing these increased supports, staffing, and opportunities for high school students is to better prepare students 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.

All of these actions and services described above are being performed on a District-wide basis in order to increase the efficiency of delivery and effectiveness of these actions and services. This means of delivering services and use of resources is believed to be the best way of improving learning for all students. 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 all 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 District's support for unduplicated students 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 \$19,077,692 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of \$4,951,844 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.

All increased/improved services are Districtwide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students. 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 unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the 9% of students not included in the unduplicated student groups.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 35.06% noted at the top of this section.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$17,925,922.00	\$4,440,854.00	\$1,705,848.00	\$3,636,956.00	\$27,709,580.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$18,753,913.00	\$8,955,667.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Qualified, Credentialed Teachers	\$8,095,779.00	\$1,493,978.00	\$113,415.00	\$532,855.00	\$10,236,027.00
1	2	English Learners Foster Youth Low Income	Professional Development for Staff	\$604,967.00	\$27,023.00		\$170,805.00	\$802,795.00
1	3	English Learners Foster Youth Low Income	Student Data and Assessment	\$21,549.00				\$21,549.00
1	4	English Learners Foster Youth Low Income	Supplemental Instruction and Materials	\$57,783.00	\$16,827.00		\$447,559.00	\$522,169.00
1	5	English Learners Foster Youth Low Income	Instructional Leadership and Guidance Support	\$272,337.00				\$272,337.00
1	6	All	Early Childhood Education		\$498,291.00			\$498,291.00
1	7	Students with Disabilities	Students with Exceptional Needs		\$1,413,035.00		\$505,991.00	\$1,919,026.00
1	8	All	Extended Learning	\$224,685.00	\$64,610.00	\$548,436.00	\$54,995.00	\$892,726.00
1	9	English Learners	Improving English Language Development Instruction	\$21,012.00		\$1,500.00	\$46,125.00	\$68,637.00
1	10	English Learners Foster Youth Low Income	Smaller Class Sizes	\$2,131,265.00				\$2,131,265.00
1	11	All	Access to a Broad Course of Study	\$3,146,528.00	\$262,230.00	\$11,421.00	\$1,218,703.00	\$4,638,882.00
2	1	English Learners	Parent Engagement	\$26,488.00			\$23,062.00	\$49,550.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All	Maintaining Clean, Safe Facilities	\$1,504,994.00	\$474,363.00	\$1,031,076.00	\$549,776.00	\$3,560,209.00
2	3	English Learners Foster Youth Low Income	School Culture and Social Behavior	\$129,469.00				\$129,469.00
2	4	English Learners Foster Youth Low Income	Transportation for Easier School Access	\$590,241.00	\$190,497.00		\$87,085.00	\$867,823.00
3	1	English Learners Foster Youth Low Income	College & Career and Post-Secondary Education	\$1,098,825.00				\$1,098,825.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$4,953,936.00	\$5,964,419.00
<b>LEA-wide Total:</b>	\$4,953,936.00	\$5,964,419.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development for Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$604,967.00	\$802,795.00
1	3	Student Data and Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,549.00	\$21,549.00
1	4	Supplemental Instruction and Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,783.00	\$522,169.00
1	5	Instructional Leadership and Guidance Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$272,337.00	\$272,337.00
1	9	Improving English Language Development Instruction	LEA-wide	English Learners	All Schools	\$21,012.00	\$68,637.00
1	10	Smaller Class Sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,131,265.00	\$2,131,265.00
2	1	Parent Engagement	LEA-wide	English Learners	All Schools	\$26,488.00	\$49,550.00
2	3	School Culture and Social Behavior	LEA-wide	English Learners Foster Youth	All Schools	\$129,469.00	\$129,469.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	4	Transportation for Easier School Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$590,241.00	\$867,823.00
3	1	College & Career and Post-Secondary Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,098,825.00	\$1,098,825.00

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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



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

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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



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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.