

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
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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.

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

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

The Public Comment period ran from May _____, 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
Board Adoption – June 28, 2021.
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.

[Will be completed after meetings and survey are completed]

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.

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 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."

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)				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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White -- 9.3 points below (Orange)</p> <p>Asian -- 25.3 points above (No color*)</p> <p>[*No color is assigned if the group is less than 30 students, or less than 15 for Foster Youth and Homeless]</p>				<p>White -- 8 points above (Green)</p> <p>Asian -- 40 points above</p> <p>[California School Dashboard]</p>
California School Dashboard: Math Distance from Standard	<p>2019:</p> <p>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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					[California School Dashboard]
ELPAC Summative Assessment: Percentage of English Learners Who Increase One or More Levels	45.9% [Status -- 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	100% of students had access to standards aligned curriculum materials. MET [September, 2020, Report to Board]				100% of students will have access to standards aligned curriculum materials. MET [2023 Report to Board]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State's Self-Reflection Tool	The state's self-reflection tool reflected an average rating of 3.7 for implementation of state standards in district classrooms and English Learner access to core				The state's self-reflection tool will reflect an average rating of 4.for implementation of state standards in district classrooms and English Learner access to core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reported to the CUSD Governing Board	curriculum and ELD standards. MET [June, 2021, Report to Board]				curriculum and ELD standards. MET [2024 Report to Board]
iReady Reading	Overall placement, Winter 2021: Tier 1 -- 22% Tier 2 – 27% Risk of Tier 3 – 51%				Overall placement, Winter 2024: Tier 1 -- 28% Tier 2 – 32%; Risk of Tier 3 – 40%
iReady Math	Overall placement, Winter 2021: Tier 1 -- 22% Tier 2 – 40% Risk of Tier 3 – 38%				Overall placement, Winter 2024: Tier 1 -- 27% Tier 2 – 45%; Risk of Tier 3 - 28%

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.		No
2	Professional Development for Staff	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	\$288,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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"> • Math • ELA • Science • Social Science • Kagan Structures • Assessment Training/Conference • ERWC • Instructional Strategies 		
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"> • Illuminate Data • Benchmarks • Self-Assessments/Rubrics 	\$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"> • Instructional Programs that are Supplemental to Core • Supplemental English Language Arts Support Curricula • iReady Math and Reading • Technology to Implement Supplemental Curricula • District Reading Lab • Guided Reading Materials 	\$57,783.00	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"> • School Leadership Teams 	\$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.		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.		
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 by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the programs with LCFF funding. For more details, see the ELO Plan at: _____ .</p>		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"> • Provide teachers with professional development in ELD strategies that increasing English Learner students' access to the core. • Provide teachers with professional development in ELD strategies that accelerate English Learner students' acquisition of English. • Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core. • Provide increased paraprofessional support for small groups and individuals • Continue implementation of its English Learner Master Plan aligned with the English Learner Roadmap. Included in that plan are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs. 	\$21,012.00	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 will ensure there are sufficient clean, safe classroom spaces to maintain such classes (COP Debt Payment), and will hire additional staff to maintain reduced class sizes.</p>	\$1,610,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Increased or Improved Services	For 2021-22, the State of California has allotted grant funds to pay for expanded learning opportunities for students impacted by the Covid-19 pandemic. How these funds will be used is described in a separate document, the "Expanded Learning Opportunities Plan" (ELOP). Some of the activities described in that plan, and noted in actions above, would normally have been contributing actions funded by LCFF monies. In order to ensure those LCFF funds are used as intended to increase or improve services for unduplicated pupils, the District has earmarked \$458,784 in this plan for future increased/improved services as contributing actions, once the District is able to ascertain needs of those students after this LCAP and the 2021-22 ELOP are implemented.		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
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 97%				Overall attendance 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic 97% Asian 99% White 95% SED 97% EL 97% SWD 95% [2019-20 District Attendance Calculations]				Hispanic 97% Asian 97% White 97% SED 97% EL 97% SWD 97% [District Attendance Calculations]
Chronic Absenteeism	[NEED DATA] Overall -- ____% Hispanic -- ____% Asian -- ____% White -- ____% SED -- ____% EL -- ____% SWD -- ____% [2019-20 CALPADS EOY Report 14.1 and 14.2]				Overall -- ____% Hispanic -- ____% Asian -- ____% White -- ____% SED -- ____% EL -- ____% SWD -- ____% [CALPADS]
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on FIT score.	All sites "Good" or better MET [Reported to the CUSD Governing Board, September, 2020]				All sites "Good" or better MET [Report to the CUSD Governing Board]
Suspension Rate	Overall -- 3.5%				Overall -- 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>Hispanic -- 3.5% Asian -- 1.5% White -- 3.5% SED -- 3.5 EL -- 1.7% SWD -- 3.5%</p> <p>[DataQuest Suspension Rate]</p>
Parent Engagement: Results of the State's Self-Reflection Tool Reported to the CUSD Governing Board	<p>The state's self-reflection tool reflected an average rating of 4.1 for parent and family engagement.</p> <p>MET</p> <p>[June, 2021, Report to the CUSD Governing Board]</p>				<p>The state's self-reflection tool will reflect an average rating of 4.5 for parent and family engagement.</p> <p>MET</p> <p>[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>[DataQuest Four-Year Adjusted Cohort Outcome]</p>
Middle School Dropout Rate	<p>0%.</p> <p>[CALPADS, 2019-20]</p>				<p>0%.</p> <p>[CALPADS]</p>
Expulsion Rate	<p>0%</p>				<p>0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DataQuest, 2019-20 Expulsion Rate				DataQuest Expulsion Rate
School Climate Survey: % of Students Feeling Connected to School	77.3% of students responding felt connected to their school(s) MET [June, 2021, Report to the CUSD Governing Board]				90% of students responding will feel connected to their school(s) MET [Report to the CUSD Governing Board]
School Climate Survey: % of Students Feeling Safe at School	72.1% of students responding felt safe at their school(s) MET [June, 2021, Report to the CUSD Governing Board]				90% of students responding will feel safe at their school(s) MET [Report to the CUSD Governing Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	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. Through the following programs, the district will principally target the engaged and continuous participation of parents of unduplicated	\$19,658.83	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>pupils, and those of students with exceptional needs:</p> <ul style="list-style-type: none"> • Parent Programs • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings • Family Liaisons 		
2	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate	\$521,244.00	Yes
4	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. 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"> • 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. 	\$129,469.00	Yes
5	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	\$386,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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
Graduating seniors will have confirmed plans of	All students -- 78% Hispanic -- 77% Asian -- N/R White -- N/R				All students -- 90% Hispanic -- 90% SED -- 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrollment in one of the following: college, university, vocational program, or military	SED -- 75% EL -- N/R SWD -- N/R Percentages are not reported (N/R) for groups with less than 11 students. [2019 District Data]				90% or greater for all groups reporting results. [District Data]
Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC ELA Assessments	All Students: 15.29% SWD: 0% EL: 8.33% Hispanic: 13.71% SED: 14.18% White: 21.05% [DataQuest, SBAC ELA Assessments, 2018-19]				All Students: ____% SWD: ____% EL: ____% Hispanic: ____% SED: ____% White: ____% [DataQuest, SBAC ELA Assessments]
Early Assessment Program (EAP): % PUPILS SCORING “READY” on SBAC Math Assessments	All Students: 3.23% SWD: 0% EL: 0% Hispanic: 2.44% SED: 3.01% White: 5.26% [DataQuest, SBAC Math Assessments, 2018-19]				All Students: ____% SWD: ____% EL: ____% Hispanic: ____% SED: ____% White: ____% [DataQuest, SBAC Math Assessments]
A-G Completion Rate	All students~ 42.4% Hispanic~ 43.0% Asian~ 58.3%				All students~ ____% Hispanic~ ____% Asian~ ____%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White~ 31.6% SED~ 41.4% SWD -- 0.5% EL -- 20.0% (Foster Youth and Homeless results not reported) [DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]				White~ __% SED~ __% SWD -- __% EL -- __% [DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate]
CTE Pathway Completion Rate	All students~ % Hispanic~ % Asian~ % White~ % SED~ % EL~ % SWD~ % [2019-20 CALPADS EOY Reports 3.14 and 3.15]				All students~ % Hispanic~ % Asian~ % White~ % SED~ % EL~ % SWD~ % [CALPADS EOY Reports 3.14 and 3.15]
High School Graduation Rate	All students~ 92.5% Hispanic~ 96.2% White~ 71.4% SED~ 93.1% EL~ 93.3% [DataQuest, 2019-20 Five-Year Cohort Graduation Rate]				All students~ ____% Hispanic~ ____% White~ ____% SED~ ____% EL~ ____% [DataQuest, Five-Year Cohort Graduation Rate]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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~ ____% Hispanic~ ____% White~ ____% SED~ ____% EL~ ____%</p> <p>[California School Dashboard]</p>
<p>Advanced Placement Exams: % of pupils scoring 3 or higher</p> <p>(Students tested scoring 3 or higher/total 10-12 grades enrollment)</p>	<p>5.1%</p> <p>[DataQuest, AP Annual Testing Report, 2019-20]</p>				<p>____%</p> <p>[DataQuest, AP Annual Testing Report]</p>
Combined A-G and CTE Completion Rate	<p>42.4% + ____%</p> <p>[DataQuest, 2019-20 Four-Year Adjusted Cohort Graduation Rate + 2019-20 CALPADS EOY Reports 3.14 and 3.15]</p>				<p>____% + ____%</p> <p>[DataQuest Four-Year Adjusted Cohort Graduation Rate + 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
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~ 50% Hispanic~ 50% Asian~ 60% White~ 40% SED~ 50% SWD – 15% EL – 30% [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 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 EL pupils.</p> <p>Students' progress in meeting post-secondary eligibility will be monitored utilizing various data systems. This action will ensure that students 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 high-needs students that are eligible to apply to four-year universities, prepared for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation.</p>	\$1,098,825.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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.

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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
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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
35.99%	\$4,885,363

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.

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.

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 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 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 8 – The District will provide extended learning programs for learning recovery and acceleration for grades K-12. that include, but are not limited to, before and/or After School extended learning sessions.

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.

Goal 1, Action 11 – The District will earmark and dedicate unspent S/C funds for future increased or improved services.

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 "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.”

[\[https://www.wallacefoundation.org/knowledge-center/documents/how-leadership-influences-student-learning.pdf\]](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 8 – 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].

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 – In addition to the teachers that have already been hired to maintain smaller class sizes, 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.

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.

Goal 1, Action 11 -- Once the District is able to ascertain needs of its high-needs students after this LCAP and the 2021-22 ELOP are implemented, it will use the funds budgeted in this action for additional increased/improved services to meet those needs. We expect those actions, having been deliberately considered and based on results, to build on the effective actions already included in this plan and the ELOP.

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 2 –

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 2 --

Goal 2, Action 3 -- A critical component to student success in learning is a positive school climate that engages students in learning and that encourages 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.

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 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. Students’ progress in meeting post-secondary eligibility will be monitored utilizing various data systems. This action will ensure that students 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 high-needs students that are eligible to apply to four-year universities, prepared for enrollment in a community college, and/or prepared to successfully enter the military or workforce after graduation.

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 students 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.

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

All of these actions and services are being performed on a schoolwide or districtwide basis in order 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 most services districtwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

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 \$_____ 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 \$4,885,363 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 LEA-Wide 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.

For 2021-22, the state has granted the Caruthers Unified School District \$1.9 million to support expanded learning activities. While they have been increased from past levels, many of those activities have been designated as "contributing" to increased or improved services in past LCAPs. Because they are being funded in 2021 by grant funds, those activities will not be designated as "contributing" for the next year. In order to ensure those LCFF funds are used as intended to increase or improve services for unduplicated pupils, the District has earmarked \$_____ in this plan for future increased/improved services as a contributing action.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 35.99% noted at the top of this section.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

The revised LCAP template for the 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,426,578.83				\$4,426,578.83

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,631,362.00	\$1,795,216.83

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Qualified, Credentialed Teachers					
1	2	English Learners Foster Youth Low Income	Professional Development for Staff	\$288,489.00				\$288,489.00
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				\$57,783.00
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					
1	7		Students with Exceptional Needs					
1	8	All	Extended Learning					
1	9	English Learners	Improving English Language Development Instruction	\$21,012.00				\$21,012.00
1	10	English Learners Foster Youth Low Income	Smaller Class Sizes	\$1,610,021.00				\$1,610,021.00
1	11	English Learners Foster Youth Low Income	Increased or Improved Services					
2	1	English Learners	Parent Engagement	\$19,658.83				\$19,658.83

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Maintaining Clean, Safe Facilities	\$521,244.00				\$521,244.00
2	4	English Learners Foster Youth Low Income	School Culture and Social Behavior	\$129,469.00				\$129,469.00
2	5	English Learners Foster Youth Low Income	Transportation for Easier School Access	\$386,191.00				\$386,191.00
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
Total:	\$4,426,578.83	\$4,426,578.83
LEA-wide Total:	\$4,426,578.83	\$4,426,578.83
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$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	\$288,489.00	\$288,489.00
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	\$57,783.00
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	\$21,012.00
1	10	Smaller Class Sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,610,021.00	\$1,610,021.00
1	11	Increased or Improved Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	1	Parent Engagement	LEA-wide	English Learners	All Schools	\$19,658.83	\$19,658.83

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Maintaining Clean, Safe Facilities	LEA-wide	English Learners Foster Youth Low Income		\$521,244.00	\$521,244.00
2	4	School Culture and Social Behavior	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$129,469.00	\$129,469.00
2	5	Transportation for Easier School Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$386,191.00	\$386,191.00
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:		