LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corcoran Joint Unified School District

CDS Code: 16638910000000

School Year: 2021-22

LEA contact information:
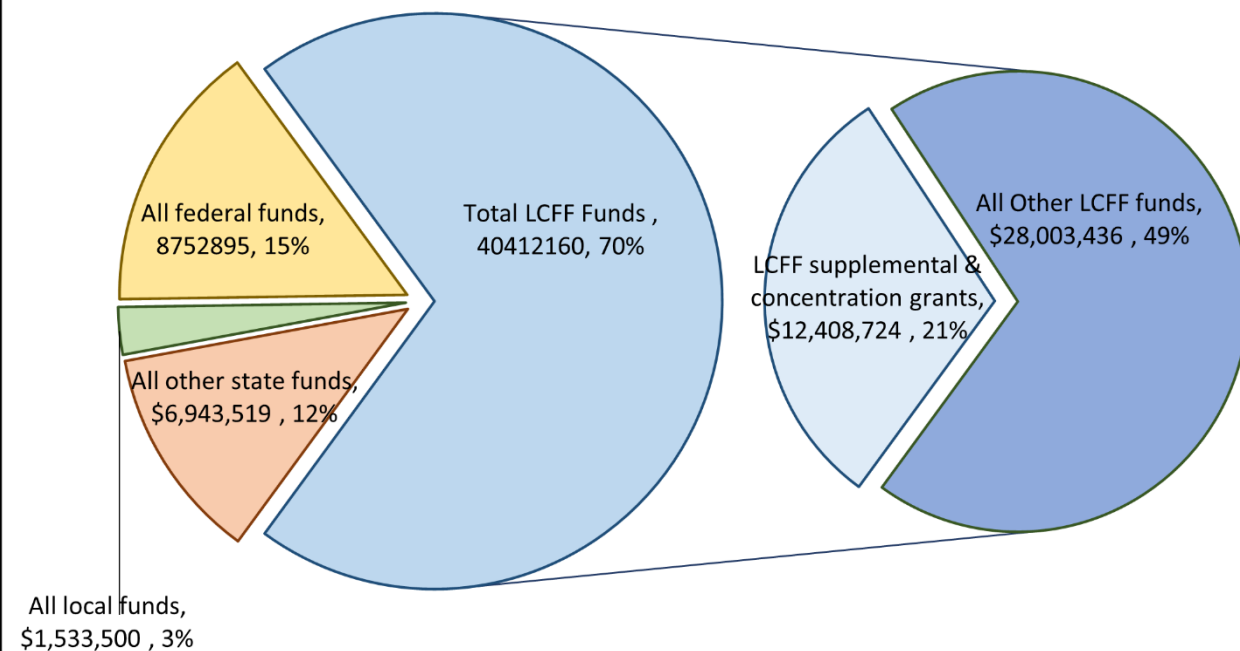
Rich Merlo

Superintendent

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(559) 992-8888 ext. 1224

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, 8752895, 15%
- Total LCFF Funds , 40412160, 70%
- All other state funds, $6,943,519 , 12%
- All local funds, $1,533,500 , 3%
- All Other LCFF funds, $28,003,436 , 49%
- LCFF supplemental & concentration grants, $12,408,724 , 21%

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

The total revenue projected for Corcoran Joint Unified School District is $57,642,074, of which $40,412,160 is Local Control Funding Formula (LCFF), $6,943,519 is other state funds, $1,533,500 is local funds, and $8,752,895 is federal funds. Of the $40,412,160 in LCFF Funds, $12,408,724 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
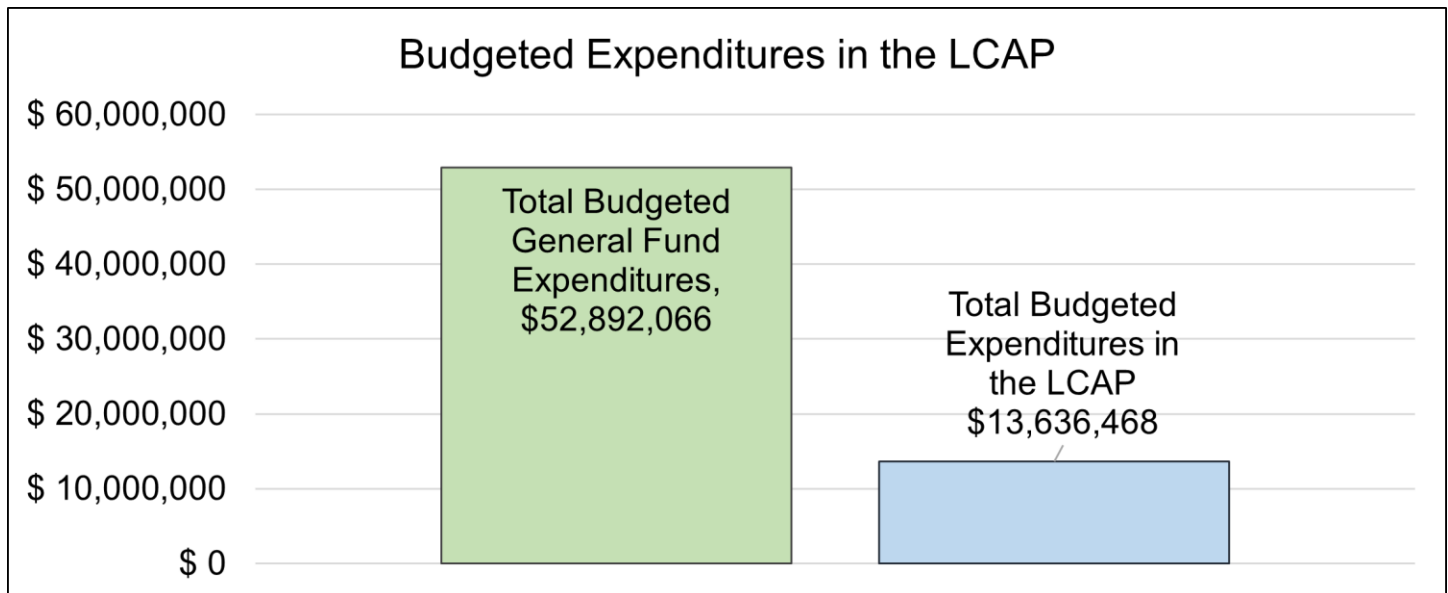
This chart provides a quick summary of how much Corcoran Joint Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Corcoran Joint Unified School District plans to spend $52,892,066 for the 2021-22 school year. Of that amount, $13,636,468 is tied to actions/services in the LCAP and $39,255,598 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
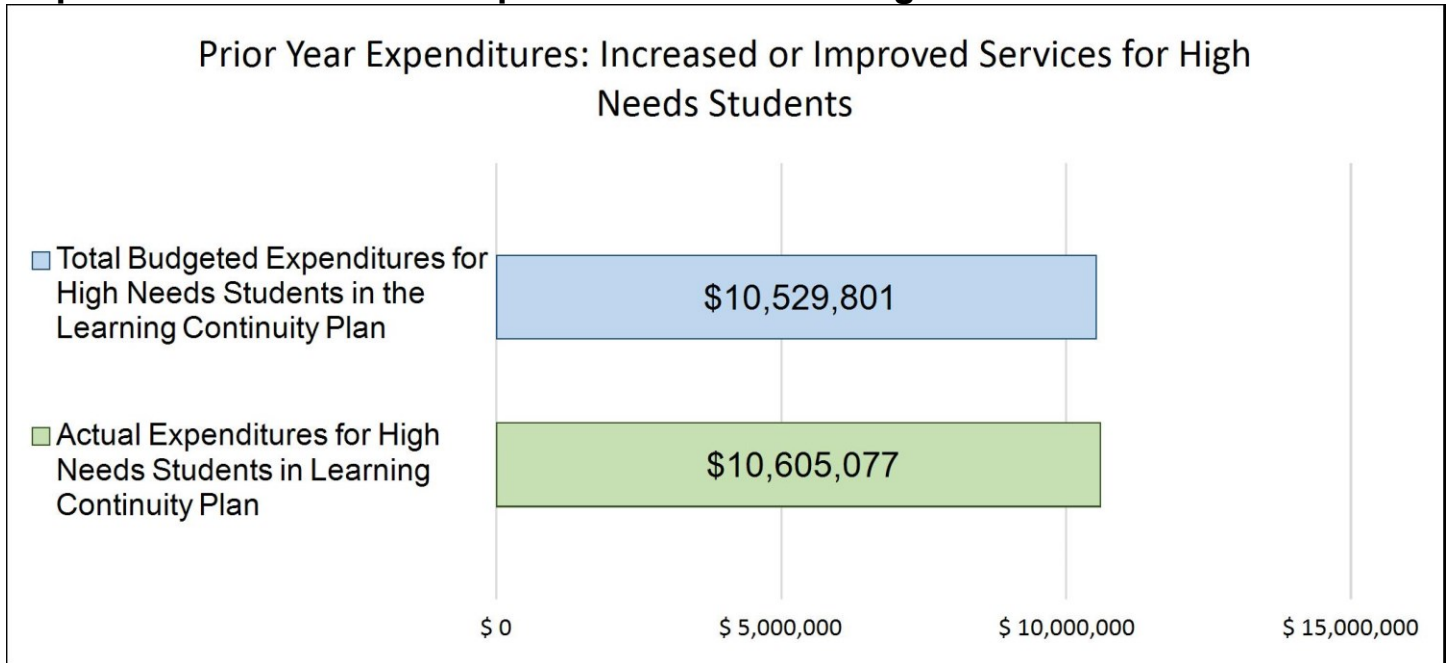
The General Funds not included in the Local Control Accountability Plan is primarily related to salaries of administrators, certificated and classified staff, and support staff that are not supported through supplemental dollars. Additionally, expenditures include maintenance of school facilities, equipment repairs and services, other expenditures related to school programs, general overhead (gas, water, electricity) and operational costs. Some restricted State and Federal funding sources may not be included that are not directly related to Local Control Accountability Plan goals, actions and services.

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

In 2021-22, Corcoran Joint Unified School District is projecting it will receive $12,408,724 based on the enrollment of foster youth, English learner, and low-income students. Corcoran Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corcoran Joint Unified School District plans to spend $13,062,672 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $10,529,801
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $10,605,077

$ 0 — $ 5,000,000 — $ 10,000,000 — $ 15,000,000

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

In 2020-21, Corcoran Joint Unified School District's Learning Continuity Plan budgeted $10,529,801 for planned actions to increase or improve services for high needs students. Corcoran Joint Unified School District actually spent $10,605,077 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Corcoran Joint Unified School District	Rich Merlo Superintendent	rmerlo@corcoranunified.com (559) 992-8888 ext. 1224

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

Goal 1

Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Metrics State Priority 2: 1.1 Implementation of State Standards: Local benchmark Inspect Assessment **19-20** 1.1. ELA Elementary 36% met or exceeded standard 100% made progress towards target Middle School 27% met or exceeded standard 100% made progress towards target High School 48% met or exceeded standard 100% made progress towards target Math Elementary	1.1 ELA Elementary- Local Benchmark Assessments: There were no assessments administered during the Spring 2020 due to COVID-19 pandemic. The results of the 2018-19 school year are provided below: ELA Elementary 36% met or exceeded standard 100% made progress towards target Middle School 27% met or exceeded standard 100% made progress towards target High School 48% met or exceeded standard 100% made progress towards target Math Elementary 40% met or exceeded standard

Expected	Actual
40% met or exceeded standard 100% made progress towards target Middle School 24% met or exceeded standard 100% made progress towards target High School 10% met or exceeded standard 100% made progress towards target **Baseline** 1.1. ELA Elementary 20% met or exceeded standard 100% made progress towards target Middle School 2% met or exceeded standard 100% made progress towards target High School 15% met or exceeded standard 100% made progress towards target Math Elementary 15% met or exceeded standard 100% made progress towards target Middle School 2% met or exceeded standard 100% made progress towards target High School 9% met or exceeded standard	100% made progress towards target Middle School 24% met or exceeded standard 100% made progress towards target High School 10% met or exceeded standard 100% made progress towards target

Expected	Actual
100% made progress towards target School City (2016-2017)	
Metric/Indicator A. Metrics State Priority 2: 1.2 English learner access to the California State Standards and English Language Development (ELD) Standards: Local Benchmark Basic Reading Inventory **19-20** 1.2. English learner TELL Elementary 29% Advanced/High 51% Intermediate 20% Basic/Limited 100% made progress towards target GRADE Middle School Vocabulary GLE 6.3 Total GLE 5.1 100% made progress towards target ELLA High School 28%Early Advanced/Advanced 46%Intermediate 26% not met 100% made progress towards target	1.2 English learner access to the California State Standards and English Language Development (ELD) Standards: Local Benchmark Basic Reading Inventory- There were no assessments administered during the Spring 2020 due to COVID-19 pandemic. The results of the 2018-19 school year are provided below: TELL Elementary 29% Advanced/High 51% Intermediate 20% Basic/Limited 100% made progress towards target GRADE Middle School Vocabulary GLE 6.3 Total GLE 5.1 100% made progress towards target ELLA High School 28%Early Advanced/Advanced 46%Intermediate 26% not met 100% made progress towards target

Expected	Actual
Baseline 1.2. English learner BRI Elementary 21% met or exceeded standard 20%nearly met 59% not met 100% made progress towards target Middle School 20% met or exceeded standard 15%nearly met 65% not met 100% made progress towards target High School 40% met or exceeded standard 25%nearly met 35% not met 100% made progress towards target BRI (Spring 2016-2017)	
Metric/Indicator B. Metrics State Priority 4: 1.3 State wide Assessments (Academic Indicator) All students Subgroups **19-20** 1.3. Statewide Assessments ELA: Green (high/maintained)	There were no assessments administered during the Spring 2020 due to the COVID-19 Pandemic. These results are from the Fall 2019 Dashboard. ELA: Green (high/maintained) Math: Yellow (increased/low) ELA Low income: Green (high/maintained) English learners: Green

Expected	Actual
Math: Yellow (increased/low) ELA Low income: Green (high/maintained) English learners: Green (high/maintained) Students With Disabilities: Yellow (medium/maintained) Hispanic: Green (high/maintained) African Americans: Orange (low/declined) White: Green (high/maintained) ELA (11th grade) Standard not met: 21% Standard nearly met: 23% Standard met: 38% Standard exceeded: 18% Math Low income: Yellow (medium/maintained) English learners: Yellow (medium/maintained) Students With Disabilities: Orange (very low/increased) Hispanic: Yellow (low/increased) African Americans: Orange (very low/increased) White: Green (medium/increased)	(high/maintained) Students With Disabilities: Yellow (medium/maintained) Hispanic: Green (high/maintained) African Americans: Orange (low/declined) White: Green (high/maintained) ELA (11th grade) Standard not met: 21% Standard nearly met: 23% Standard met: 38% Standard exceeded: 18% Math Low income: Yellow (medium/maintained) English learners: Yellow (medium/maintained) Students With Disabilities: Orange (very low/increased) Hispanic: Yellow (low/increased) African Americans: Orange (very low/increased) White: Green (medium/increased) Math (11th grade) Standard not met: 48% Standard nearly met: 27% Standard met: 19% Standard exceeded: 6%

Expected	Actual
Math (11th grade) Standard not met: 48% Standard nearly met: 27% Standard met: 19% Standard exceeded: 6% **Baseline** 1.3. State wide Assessments ELA: Yellow 53.3 (low) +21.8 (increased) Math: Yellow 90.4 (low) +9.7 (increased) Spring 2017 Dashboard ELA (3-8) Low income: Yellow 59.2 (low) +20.2 (increased significantly) English learners: Yellow 62.5 (low) +27.2 (increased significantly) Students With Disabilities: Orange 144.1 (very low) +7.4 (increased) Hispanic: Yellow 54.5 (low) +21.9 (increased significantly) African Americans: Orange 87.6 (very low) +19.1 (increased) White: Yellow 17.2 (low) +32.9 (increased significantly) ELA (11th grade) Standard not met: 16% Standard nearly met: 32% Standard met: 36% Standard exceeded: 16%	

Expected	Actual
Math (3-8) Low income: Orange 95.8 (very low) +7.5 (increased) English learners: Orange 95.3 (very low) +12.2 (increased) Students With Disabilities: Orange 168.4 (very low) +9.6 (increased) Hispanic: Yellow 90.6 (low) +210.6 (increased) African Americans: Orange 125 (very low) +8.4 (increased) White: Yellow 66.4 (low) +6.7 (increased) Math (11th grade) Standard not met: 52% Standard nearly met: 31% Standard met: 15% Standard exceeded: 3% Dashboard (Spring 2016-2017)	
Metric/Indicator B. Metrics State Priority 4: 1.4 EL's making Progress towards English proficiency-CELDT English Learner Progress Indicator **19-20** 1.4. EL's making Progress towards English proficiency-CELDT/ELPAC CELDT/ELPAC 57.4% growth	There were no assessments administered during the Spring 2020 due to the COVID-19 Pandemic. These results are from the Fall 2019 Dashboard. 1.4. EL's making Progress towards English proficiency-ELPAC ELPAC 57.4% growth Green (high/maintained)

Expected	Actual
Green (high/maintained) **Baseline** 1.4. EL's making Progress towards English proficiency-CELDT CELDT 55.9% made growth (2016-2017) Yellow 66.8% (low) 7.3 (increased) (Spring 2017 Dashboard)	
Metric/Indicator B. Metrics State Priority 4: 1.5 EL Reclassification Rate **19-20** 1.5 EL Reclassification data: 12.5% **Baseline** 1.5. EL Reclassification data: 9.9% (Spring 2016-17 CALPADS)	1.5 EL Reclassification Rate: 9.5%
Metric/Indicator B. Metrics State Priority 4: 1.6 AP Exam pass rate (Corcoran High School) **19-20** 1.6 AP exam data: 40%	1.6 AP Exam Data: There were no assessments administered during the Spring 2020 due to the COVID-19 Pandemic. This data is from 2018-19: 40%

Expected	Actual
Baseline 1.6 AP exam data: 55% (Aeries Spring 2016-2017) **Metric/Indicator** B. Metrics State Priority 4: 1.7. EAP Exam: Corcoran High School CAASPP **19-20** 1.7 EAP: 57% of 11th grade students will take the EAP exam. **Baseline** 1.7 EAP: Data shows that 97% of 11th grade students took the EAP exam. (Spring 2016-2017 CAASPP) **Metric/Indicator** B. Metrics State Priority 4: 1.8 A-G completion: Corcoran High School **19-20** 1.8 A-G completed requirements: 34% of graduating students will meet the A-G requirements. 1.8 a College/Career Indicator Green Fall 2019 Dashboard	1.7 EAP Exam: Corcoran High School There were no assessments administered during the Spring 2020 due to the COVID-19 Pandemic. This data is from 2018-19: 57% of 11th grade students will take the EAP exam. 1.8 A-G completed requirements: 58.4% of graduating students met the A-G requirements. 1.8 a College/Career Indicator 91% ACGR- 5 year Fall 2020 Dataquest

Expected	Actual
Baseline 1.8 A-G completed requirements: Data shows that 35% of graduating students met the A-G requirements. (Aeries 2016-2017 Spring Semester) **Metric/Indicator** B. Metrics State Priority 4: 1.9 CTE Programs: Corcoran High School **19-20** 1.9 CTE enrollment: Increase to 77% of students enrolling in CTE courses **Baseline** 1.9 CTE enrollment: 1,385 of students were enrolled in 2015-16. (Aeries 2016-2017 Fall & Spring)	1.9 CTE enrollment: 71% of students enrolled in CTE courses 610 in Fall 615 in Spring
Metric/Indicator C. Metrics State Priority 7: 1.10 Course Access (Grades 1-6) pupils have access to and are enrolled in: A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable. B. Programs and services developed and provided to unduplicated pupils California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced- price meal, or is a foster youth.	1.10 Course Access (Grades 1-6) Students (including unduplicated students and students with exceptional needs) received instruction and participate in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7A, 7B, 7C) All EL Students received 30 minutes of designated ELD each school day in 2019-20 as measured by Aeries information reported to parents. (SP 7B) All low-Income students received instruction in English, mathematics, social science, science, visual and performing arts,

Expected	Actual
C. Programs and services developed and provided to individuals with exceptional needs. **19-20** 1.10 Course Access (Grades 1-6) Students (including unduplicated students and students with exceptional needs) will receive instruction and participate in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7A, 7B, 7C) All EL Students will receive 30 minutes of designated ELD each school day in 2019-20 as measured by Aeries information reported to parents. (SP 7B) All low-Income students will receive instruction in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7B) All foster youth will receive instruction in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7B) Students with exceptional needs will receive instruction in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7C)	health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7B) All foster youth received instruction in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7B) Students with exceptional needs received instruction in English, mathematics, social science, science, visual and performing arts, health and physical education along with the number of minutes PE students receive by grade level as measured by Aeries information reported to parents. (SP 7C)

Expected	Actual
Baseline 1.10 Course Access (Grades 1-6) Course access to required courses; English, mathematics, social science, science, visual and performing arts, health, physical education. Aeries (Fall & Spring 2016-2017) 7A Approximately 1595 students in the elementary schools received instruction in 2016-17 (including unduplicated students and students with exceptional needs). Students received the required number of minutes of physical education in 2016-17. Therefore, 200 minutes of physical education instruction every ten days for elementary school students. 7B All EL Students received 30 minutes of designated ELD each school day in 2016-17 as measured by district and school- site observations. This shall be the baseline. All low-Income students received instruction in 2016-17 in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts as measured by the Aeries information reported to parents. This shall be the baseline. All foster youth received instruction in 2016-17 in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts as measured by Aeries information reported to parents. This shall be the baseline. 7C Students with exceptional needs received instruction in 2016-17 in English, Social Science, foreign language, physical education,	

Expected	Actual
science, mathematics, visual performing arts, applied arts as measured by the Aeries information reported to parents. This shall be the baseline.	
Metric/Indicator C. Metrics State Priority 7: 1.11. Course Access (Grades 7-12) A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable. B. Programs and services developed and provided to unduplicated pupils California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced- price meal, or is a foster youth. C. Programs and services developed and provided to individuals with exceptional needs. **19-20** 1.11 Course Access (Grades 7-12) Students (including unduplicated students and students with exceptional needs) will receive instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts; CTE as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7A, 7B, 7C) Students in the middle and high school will receive instruction (including unduplicated students and students with exceptional needs) as measured by Fall and Spring Master Schedules at	1.11 Course Access (Grades 7-12) Students (including unduplicated students and students with exceptional needs) received instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts; CTE as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7A, 7B, 7C) Students in the middle and high school received instruction (including unduplicated students and students with exceptional needs) as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7A) All EL Students received 55 minutes of designated ELD each school day as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7B) All low-Income students received instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts, and CTE as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7B) All foster youth received instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts, and career technical education as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7B)

Expected	Actual
middle and high school by Aeries information reported to parents. (SP 7A) All EL Students will receive 55 minutes of designated ELD each school day as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7B) All low-Income students will receive instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts, and CTE as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7B) All foster youth will receive instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts, and career technical education as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7B) Students with exceptional needs will receive instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts, and career technical education as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7C) **Baseline** 1.11 Course Access (Grades 7-12) English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts and CTE.	Students with exceptional needs received instruction in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts, and career technical education as measured by Fall and Spring Master Schedules at middle and high school by Aeries information reported to parents. (SP 7C)

Expected	Actual
7A Approximately 491 students in the middle and 895 high school received instruction in 2016-17 (including unduplicated students and students with exceptional needs). **7B** All EL Students received 55 minutes of designated ELD each school day in 2016-17 as measured by master schedule. This shall be the baseline. All low-Income students received instruction in 2016-17 in English, Social Science, foreign language, physical education, science, mathematics, visual performing arts, applied arts as measured by the Aeries information reported to parents. This shall be the baseline. All foster youth received instruction in 2016-17 in ELA and math as measured by Aeries information reported to parents. This shall be the baseline. **7C** Students with exceptional needs received instruction in 2016-17 in ELA and math as measured by the Aeries information reported to parents. This shall be the baseline. Aeries Master Schedule (Fall & Spring 2016-2017)	
Metric/Indicator D. Metrics State Priority 8: 12. Pupil Outcomes: STAR **19-20** 1.12 Pupil Outcomes: STAR Grade Equivalence (GE) Average	1.12 Pupil Outcomes: STAR Grade Equivalence (GE) Average There were no STAR assessments administered in the Spring 2020 due to the COVID-19 school shutdown and COVID-19 Pandemic. The data is from 2018-19: Kinder: Early Literacy-Probable Reader (10.1%) First: Early Literacy-Probable Reader (37.7%)

Expected	Actual
Kinder: Early Literacy-Probable Reader (10.1%) First: Early Literacy-Probable Reader (37.7%) Second: GE (2.4) Third: GE (3.2) Fourth: GE (4.1) Fifth: GE (4.4) Sixth: GE (4.9) Seventh: GE (5.5) Eighth: GE (6.3) Ninth: GE (6.0) Tenth: GE (6.3) Eleventh: GE (7.1) Twelfth: GE (6.9) **Baseline** 1.12 Pupil Outcomes: STAR Grade Equivalence (GE) Average Kinder: Early Literacy-Probable Reader (0%) First: Early Literacy-Probable Reader (9.8%) Second: GE (1.6) Third: GE (2.3) Fourth: GE (3.7) Fifth: GE (4.3) Sixth: GE (5.0) Seventh: GE (5.8) Eighth: GE (6.4) Ninth: GE (6.0) Tenth: GE (6.6) Eleventh: GE (7.5) Twelfth: GE (8.9) STAR Assessment (Spring 2016-2017)	Second: GE (2.4) Third: GE (3.2) Fourth: GE (4.1) Fifth: GE (4.4) Sixth: GE (4.9) Seventh: GE (5.5) Eighth: GE (6.3) Ninth: GE (6.0) Tenth: GE (6.3) Eleventh: GE (7.1) Twelfth: GE (6.9)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. 1 Professional Development will continue to be provided by: $382,000 1. a Ed Elements Professional Development training for leadership site teams $168,000 1. b Professional development for all staff $139,000 1.c New Teacher Induction Program $75,000	1.a. Ed Elements Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF $168,000 1.b. Staff Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $139,000 1.c. New Teacher Induction Program 5800: Professional/Consulting Services And Operating Expenditures LCFF $75,000	1.a. Ed Elements Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF $163,300 1.b. Staff Professional Development 5000-5999: Services And Other Operating Expenditures LCFF $6,306 1.c. New Teacher Induction Program 5800: Professional/Consulting Services And Operating Expenditures LCFF $84,000
1.2 Four Coaches and three Resource Teachers - 7 FTE: $912,744 Provide additional professional development to integrate curriculum/technology with common core state standards. Services provided for Bret Harte, John C Fremont, Mark Twain and John Muir Middle School. 1.3 Valley ROP Instructional Services - $60,000 Training and materials for staff and CTE Curriculum	1.2 Coaches / Resource Teachers 1000-1999: Certificated Personnel Salaries LCFF $673,338 1.2 Coaches / Resource Teachers 3000-3999: Employee Benefits LCFF $239,406 1.3 Valley ROP Instructional Services 5000-5999: Services And Other Operating Expenditures LCFF $60,000	1.2 Coaches / Resource Teachers 1000-1999: Certificated Personnel Salaries LCFF $672,038 1.2 Coaches / Resource Teachers 3000-3999: Employee Benefits LCFF $237,392 1.3 Valley ROP Instructional Services 5000-5999: Services And Other Operating Expenditures LCFF $88,589
1.4 Technology devices: $437,885 Lease agreement with Apple Macbook Airs (270) & iPads (600): $132,735 Device replacement for staff: $74,000 Lease agreement with Apple iPads (Grades 3,4,5): $93,150 Device/Equipment/Promethium panels for Classrooms $138,000 Services provided for Fremont, Bret Harte, Mark Twain, John Muir Middle School, Kings Lake and Corcoran High School.	1.4 Technology Devices Purchased 4000-4999: Books And Supplies LCFF $212,000 1.4 Technology Devices Lease Agreements 7000-7439: Other Outgo LCFF $225,885	1.4 Technology Devices Purchased 4000-4999: Books And Supplies LCFF $212,760 1.4 Technology Devices Lease Agreements 7000-7439: Other Outgo LCFF $225,885

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Technology services: Travel, conferences, operating costs and supplies: $165,000	1.5 Technology services 4000-4999: Books And Supplies LCFF $80,000	1.5 Technology services 4000-4999: Books And Supplies LCFF $49,250
	1.5 Technology Services 5000-5999: Services And Other Operating Expenditures LCFF $85,000	1.5 Technology Services 5000-5999: Services And Other Operating Expenditures LCFF $181,768
1.6 John Muir Middle School Sixth Grade Camp: $71,800	1.6 Sixth Grade Camp Contract Tulare County Services and Transportation 5000-5999: Services And Other Operating Expenditures LCFF $51,000	1.6 Sixth Grade Camp Contract Tulare County Services and Transportation 5000-5999: Services And Other Operating Expenditures LCFF $24,330
	1.6 Sixth Grade Camp Certificated Stipends 1000-1999: Certificated Personnel Salaries LCFF $17,500	1.6 Sixth Grade Camp Certificated Stipends 1000-1999: Certificated Personnel Salaries LCFF $2,120
	1.6 Sixth Grade Camp Certificated stipend benefits 3000-3999: Employee Benefits LCFF $3,300	1.6 Sixth Grade Camp Certificated stipend benefits 3000-3999: Employee Benefits LCFF $371
1.7 Class Size Reduction K-3 - (13) FTE: $1,180,203 Certificated staff to decrease class size in K-3 Services provided for Bret Harte and John C Fremont.	1.7 Class Size Reduction 1000-1999: Certificated Personnel Salaries LCFF $806,866	1.7 Class Size Reduction 1000-1999: Certificated Personnel Salaries LCFF $695,725
	1.7 Class Size Reduction 3000-3999: Employee Benefits LCFF $373,337	1.7 Class Size Reduction 1000-1999: Certificated Personnel Salaries LCFF $299,572
1.8 Intervention Teachers - (4) FTE $504,969 Provide targeted intervention for English learners, but good for all students that need additional support in all academic areas. Services provided for Bret Harte, John C Fremont and Mark Twain.	1.8 Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF $370,716	1.8 Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF $370,716
	1.8 Intervention Teachers 3000-3999: Employee Benefits LCFF $134,253	1.8 Intervention Teachers 3000-3999: Employee Benefits LCFF $134,090

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9 Paraprofessionals: (17) 0.72 FTE & (2) - 0.44 FTE: $450,004 Provide targeted intervention for at-risk students that need additional support in all academic areas but good for all students. Services provided for Bret Harte, John C Fremont and Mark Twain, John Muir and Kings Lake.	1.9 Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF $348,470 1.9 Paraprofessionals 3000-3999: Employee Benefits LCFF $101,534	1.9 Paraprofessionals 2000-2999: Classified Personnel Salaries LCFF $380,395 1.9 Paraprofessionals 3000-3999: Employee Benefits LCFF $106,594
1.10 Counselors - (2.5) FTE: $48,804 COS Counselor; MOU split cost with COS. Services provided for Corcoran High School.	1.10 Counselors 1000-1999: Certificated Personnel Salaries LCFF $35,003 1.10 Counselors 3000-3999: Employee Benefits LCFF $13,801	1.10 Counselors 1000-1999: Certificated Personnel Salaries LCFF $42,149 1.10 Counselors 3000-3999: Employee Benefits LCFF $17,170
1.11 Pathways Trust - (3) FTE: $368,627 Increase resources to Enhance Career Technical Educational (CTE) pathways for students. Certificated salary for Career Technical Educational Coach, Gaming Pathway Teacher and Classified salary for Work Based Learning Coordinator. Increased 1 CTE teacher for new pathways. Services provided for Corcoran High School.	1.11 Pathways Trust 1000-1999: Certificated Personnel Salaries LCFF $225,424 1.11 Pathways Trust 3000-3999: Employee Benefits LCFF $75,390 1.11 Pathways Trust 2000-2999: Classified Personnel Salaries LCFF $40,857 1.11 Pathways Trust 3000-3999: Employee Benefits LCFF $26,956	1.11 Pathways Trust 1000-1999: Certificated Personnel Salaries LCFF $160,863 1.11 Pathways Trust 3000-3999: Employee Benefits LCFF $62,029 1.11 Pathways Trust 2000-2999: Classified Personnel Salaries LCFF $41,238 1.11 Pathways Trust 3000-3999: Employee Benefits LCFF $26,338
1.12 K-5 PE Teacher - (1) FTE: $82,895 Provide a variety of enrichment/educational and cultural activities for students. Services provided for Bret Harte, John C Fremont and Mark Twain.	1.12 PE Teacher 1000-1999: Certificated Personnel Salaries LCFF $56,742 1.12 PE Teacher 3000-3999: Employee Benefits LCFF $26,153	1.12 PE Teacher 1000-1999: Certificated Personnel Salaries LCFF $65,269 1.12 PE Teacher 3000-3999: Employee Benefits LCFF $27,890
1.13 English Language Development Teachers/ EL Coordinators - (4) FTE: $401,656 John Muir Middle School, Corcoran High School. Provide additional support for English Learners. Services provided for John Muir Middle School, Kings Lake and Corcoran High School.	1.13 English Language Development Teachers 1000-1999: Certificated Personnel Salaries LCFF $297,046 1.13 English Language Development Teachers 3000-	1.13 English Language Development Teachers 1000-1999: Certificated Personnel Salaries LCFF $295,045 1.13 English Language Development Teachers 3000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3999: Employee Benefits LCFF $104,610	3999: Employee Benefits LCFF $104,059
1.14 High School Ag Teacher - (3) FTE: $300,868 Ag teachers to lower class sizes. Services provided for Corcoran High School. Decrease in salaries due to new staff salary schedule placement.	1.14 High School Ag Teacher 1000-1999: Certificated Personnel Salaries LCFF $213,649	1.14 High School Ag Teacher 1000-1999: Certificated Personnel Salaries LCFF $171,924
	1.14 High School Ag Teacher 3000-3999: Employee Benefits LCFF $87,219	1.14 High School Ag Teacher 3000-3999: Employee Benefits LCFF $77,605
1.15 Library Technicians - (5) FTE: $298,845 Provide library assistance and guidance to students helping them check out reading materials and other services as needed.	1.15 Library Technicians 2000-2999: Classified Personnel Salaries LCFF $173,453	1.15 Library Technicians 2000-2999: Classified Personnel Salaries LCFF $173,219
	1.15 Library Technicians 3000-3999: Employee Benefits LCFF $125,392	1.15 Library Technicians 3000-3999: Employee Benefits LCFF $122,323
1.16 Illuminate/School City Digital Curriculum $27,225 Services paid by Federal Funds	1.16 Illuminate/School City Digital Curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I $27,225	1.16 Illuminate/School City Digital Curriculum 5800: Professional/Consulting Services And Operating Expenditures Title I $27,225
1.17 Farm Maintenance Worker - 1 FTE: $78,448 Provide support for students who belong to the Future Farmers of America and/or who are enrolled in farm related courses. Services provided for Corcoran High School.	1.17 Farm Maintenance Worker 2000-2999: Classified Personnel Salaries LCFF $50,946	1.17 Farm Maintenance Worker 2000-2999: Classified Personnel Salaries LCFF $53,527
	1.17 Farm Maintenance Worker 3000-3999: Employee Benefits LCFF $27,502	1.17 Farm Maintenance Worker 3000-3999: Employee Benefits LCFF $29,688
1.18 K-5 Music Teacher - (1) FTE: $85,664 Provide music instruction to elementary students Grades K-5. Services provided for Bret Harte, John C Fremont, and Mark Twain.	1.18 K-5 Music Teacher 1000-1999: Certificated Personnel Salaries LCFF $58,893	1.18 K-5 Music Teacher 1000-1999: Certificated Personnel Salaries LCFF $67,880
	1.18 K-5 Music Teacher 3000-3999: Employee Benefits LCFF $26,771	1.18 K-5 Music Teacher 3000-3999: Employee Benefits LCFF $28,420

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.19 JM Elective Teacher - (1) FTE: $135,569 STEM teacher. Services provided for John Muir.	1.19 JM Elective Teacher 1000-1999: Certificated Personnel Salaries LCFF $100,517 1.19 JM Elective Teacher 3000-3999: Employee Benefits LCFF $35,052	1.19 JM Elective Teacher 1000-1999: Certificated Personnel Salaries LCFF $100,518 1.19 JM Elective Teacher 3000-3999: Employee Benefits LCFF $35,128
1.20 Health Care Providers - (5) FTE $165,579 Health Care Nurses - (4) Health Care Clerk - (1) Provide health care for students at all sites.	1.20 Health Care Providers 2000-2999: Classified Personnel Salaries LCFF $97,123 1.20 Health Care Providers 3000-3999: Employee Benefits LCFF $68,456	1.20 Health Care Providers 2000-2999: Classified Personnel Salaries LCFF $162,514 1.20 Health Care Providers 3000-3999: Employee Benefits LCFF $62,105
1.21 Professional Development for staff: $100,000	1.21 Professional Development 5000-5999: Services And Other Operating Expenditures Title I $100,000	1.21 Professional Development 5000-5999: Services And Other Operating Expenditures Title I $36,484
1.22 Digital Curriculum $2,495 LRP Publications and 806 Technology. District wide Federal Funding	1.22 Digital Curriculum 5000-5999: Services And Other Operating Expenditures Title I $2,495	1.22 Digital Curriculum 5000-5999: Services And Other Operating Expenditures Title I $5,545
1.23 Library Media Services Tulare County Office of Education $35,804	1.23 Library Media Services 5000-5999: Services And Other Operating Expenditures Title I $35,804	1.23 Library Media Services 5000-5999: Services And Other Operating Expenditures Title I $36,078

Goal Analysis

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

Expenditure for most of the above actions were not substantively different than what was budgeted. Music and PE were provided in different formats to students due to the COVID-19 pandemic. Health services were rendered to students via health check-ins, calls to parents, connecting students to health and medical services, and supporting staff who were working at sites and not remotely.

Professional Development still occurred throughout the district but looked different once the shutdown occurred. All professional development was centered around the utilization of Zoom, SeeSaw, Schoology, and other platforms directed at Distance Learning. Academic Technology Coaches at every site help support those efforts. In most cases, these professional development sessions were of no added cost to the district due to personnel using materials, videos, and resources provided by technology companies. The same can be said in regards to expenditures in conferences and services. Several existing vendors, such as Kagan and Renaissance, offered cost free training to support districts with Distance Learning after the immediate shutdown.

Technology services, in regards to supplies, that were originally budgeted in the LCAP, were purchased with funds from CARES act rather than the LCFF.

For 2019/20, we were not able to implement the following Actions, but instead the district utilized the funds for the listed support activities:
1.1 Professional Development the district utilized the funds for 1.5 Technology Services, 1.9 Paraprofessional salaries, 1.10 Counselor salaries and 1.12 K-5 PE Teacher.
1.6 John Muir Sixth Grade Camp the district utilized the funds for 1.20 Health Care Providers.
1.7 Class Size Reduction K-3 Teachers the district utilized the funds for 2.1 Facility Master Plan
1.11 Pathways Trust Teachers the district utilized the funds for 2.1 Facility Master Plan
1.14 High School Ag Teachers the district utilized the funds for 2.1 Facility Master Plan
1.21 Professional Development for all staff the district utilized the funds for 2.1 Facility Master Plan

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

The majority of the services that were planned in 2019-20 were carried out through the entire year in order to fulfill the educational needs of unduplicated students, despite the shutdown mid-March 2020 due to Executive Order 26-20.
- Technology Devices and services-Pivotal. Helped support instruction after the shutdown. Based on stakeholder feedback (ThoughtExchange Survey)
- Staff convened to develop course placement criteria for English Learners to ensure that they are consistently enrolled in schedules that include both the appropriate designated ELD instruction and courses to keep them on-track for graduation
- Paraprofessionals available throughout the year to support instruction even after the shutdown.
- Paraprofessionals available to call home and make connections with families after the shutdown
- Music instruction was provided to all students Grades 1-5 on a weekly basis up to March 13, 2020.
- PE instruction was provided to all students Grades 1-5 on a weekly basis up to March 13, 2020.
- Instructional support for students with instructional deficits was provided by sites in Grades 1-5 on a daily basis up to March 13, 2020. The support was continued in a different format after the shutdown until the end of the school year depending on the immediate needs of the students at the different elementary sites.
- English learner teachers provided services to students all year, even after the shutdown. They ensured that students continued to grow in the English language and were supported in their core classes.

- The EL District Coach supported teachers and administrators throughout the year. She worked with stakeholders to update the Masterplan for English Learners to reflect current practices.

The challenge that most impacted the District in regards to implementing services in the 2019-20 school year due to the impact of COVID-19 were the following:
- Professional Development. Several professional development trips or scheduled onsite trainings were canceled due to the restrictions that were put into effect during the COVID-19 shutdowns that started in March. The annual CUE Conference that several staff members were scheduled to attend for technology training was canceled and held virtually for free. Consultants that were hired to support new teachers in Special Education, Mathematics, English Learners, and the implementation of NGSS canceled their services due to travel restrictions and lockdown orders. Therefore, planned expenses in this area were unable to be fulfilled.
- Providing appropriate connectivity
- Drop in enrollment at preschool and early K. Providing early education in a distance-learning model.
- Participation in class– fatigue from spending all day online.
- Lack of full implementation of district assessments
- Monitoring student engagement and reconnecting with unengaged students – particularly challenging for unduplicated population and special education, both literal connection (wifi) and facing everyday challenges without the benefit of resources at the school site.

Goal 2

To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Metrics State Priority 1: 2.1. a. Teachers are appropriately assigned 2.1 b. Teachers are fully credentialed **19-20** 2.1.a 100% assigned 2.1.b 86% fully credentialed 10% Interns 4% STSP/PIP **Baseline** 2.1.a 100% assigned (2016-2017 SARC) 2.1.b 90% fully credentialed 10% Interns (2016-2017 CALPADS)	2.1.a 100 % assigned 2.1.b 86% fully credentialed 12% Interns 2% STSP/PIP

Expected	Actual
Metric/Indicator B. Metrics State Priority 5: 2.2 Pupil access sufficient instructional materials **19-20** 2.2. Pupil access sufficient instructional materials 100% **Baseline** 2. 2. Pupil access sufficient instructional materials 100% (2015-2016 SARC)	2.2. Pupil access sufficient instructional materials 100%
Metric/Indicator B. Metrics State Priority 5: 2.3. School Facilities in good repair **19-20** 2.3. School Facilities in good repair: Good or excellent **Baseline** 2.3. School Facilities in good repair: Five Sites: Excellent (2015-2016 SARC)	2.3. School Facilities in good repair: Good or excellent (FIT Reports)
Metric/Indicator B. Metrics State Priority 5: 2.4. Attendance Rates	2.4. Attendance Rates: 94.36% as of February 28, 2020

Expected	Actual
19-20 2.4. Attendance Rates: (95.4%) **Baseline** 2.4. Attendance Rates: Increased from 95%. (1.0%) CALPADS (2016-2017) **Metric/Indicator** B. Metrics State Priority 5: 2.5. Chronic Absenteeism Rates **19-20** 2.5. Chronic Absenteeism Rates: 11.4% Fall 2019 Dashboard 11.0% for CHS Dataquest **Baseline** 2.5. Chronic Absenteeism Rates: 18% Aeries (2014-15 to 2015-16)	2.5. Chronic Absenteeism Rates: 11.4% Fall 2019 Dashboard 11.0% for CHS Dataquest
Metric/Indicator B. Metrics State Priority 5: 2.6. Middle School Dropout Rates	2.6. Middle School Dropout Rates: 0% CALPADS (2019-20)

Expected	Actual
19-20 2.6. Middle School Dropout Rates: .00365% **Baseline** 2.6. Middle School Dropout Rates: .004% CALPADS (2015-2016)	
Metric/Indicator B. Metrics State Priority 5: 2.7. High School Dropout Rates: Decrease the rate of high school dropouts as measured by CALPADS report from 1.4% to 1.3%. **19-20** 2.7. High School Dropout Rates: 0.002% **Baseline** 2.7. High School Dropout Rates: 2.3% CALPADS (2015-2016)	2.7. High School Dropout Rates: 3.9% DataQuest 2019-20
Metric/Indicator B. Metrics State Priority 5: 2.8. High School Graduation Rates	2.8. High School Graduation Rates: Blue (very high/maintain). This is still from the Fall 2019 Dashboard

Expected	Actual
19-20 2.8. High School Graduation Rates: Blue (very high/maintain) **Baseline** 2.8. High School Graduation Rates: Red 75.1% (Low) -11.5% (Declined Significantly) Dashboard 2016-2017)	According to the Dashboard additional reports, the 2019-20 Graduation Rate was 93.5% for CUSD.
Metric/Indicator C. Metrics State Priority 6: 2.9. Suspension Rates District Subgroups **19-20** 2.9. Suspension Rates: District: Green (medium/increase) English learners: Green (low/declined) Low income: Yellow (high/declined) Students with Disabilities: Yellow (high/declined) African American: Orange	FALL 2019 Dashboard 2.9. Suspension Rates: District: Green (medium/increase) English learners: Green (low/declined) Low income: Yellow (high/declined) Students with Disabilities: Yellow (high/declined) African American: Orange (very high/declined) Hispanic: Yellow (high/declined) White: Green (medium/declined)

Expected	Actual
(very high/declined) Hispanic: Yellow (high/declined) White: Green (medium/declined) **Baseline** 2.9. Suspension Rates: District: Yellow 7.3% (high) -0.9%(Declined) English learners: Orange 8% (high) +0.8% (increased) Low income: Yellow 8% (high) -0.7% (declined) Students with Disabilities: Yellow 14.1% (very high) -3% (declined significantly) African American: Yellow 12.5% (very high)-5.8% (declined significantly) Hispanic: Yellow 7.2% (high) -0.9% (declined) White: Orange 6.9% (high) +1% (increased) Dashboard (2016-2017)	
Metric/Indicator C. Metrics State Priority 6: 2.10. Expulsion Rates **19-20** 2.10. Expulsion Rates	2.10. Expulsion Rates 0.09% DataQuest 2019-20

Expected	Actual
0.46% **Baseline** 2.10. Expulsion Rates: 0.07% DataQuest (2014-2015)	
Metric/Indicator C. Metrics State Priority 6: 2.11. Other Local Measures: Survey of pupils Survey of parents Survey of teachers **19-20** 2.11. Other Local Measures: School Safety: 66% Feel safe at school School Safety: Parents 92% feel safe School Safety: Teachers 80% feel safe School Connectedness: Pupils 75.5% School Connectedness: Parents 91.6% School is a place where they feel they "belong" School Connectedness: Teachers	2.11. Other Local Measures: Same survey information from prior year is being used. Survey was not distributed in the 2019-20 school year due to the shutdown. Other surveys were sent out regarding reopening of school and safety that did not have this information. School Safety: 66% Feel safe at school School Safety: Parents 92% feel safe School Safety: Teachers 80% feel safe School Connectedness: Pupils 80% School Connectedness: Parents 91.6% School is a place where they feel they "belong" School Connectedness: Teachers 81.6 % feel safe at school

Expected	Actual
81.6 % feel safe at school **Baseline** 2.11. Other Local Measures: School Safety: Pupils 73% Feeling safe at school California Healthy Kids Survey (2015-2016) School Safety: Parents 91% feel school is a safe place LCAP Parent surveys (2016-2017) School Safety: Teachers 87.9 % feel safe at school End-of-year surveys (2016-2017) School Connectedness: Pupils 74% California Healthy Kids Survey (2015-2016 School Connectedness: Parents 91% School is a place where they feel they "belong" The Power of Partnerships Family Survey (2016-2017) School Connectedness: Teachers 81% feel safe at school End-of-year surveys (2016-2017)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Facility Master Plan: $475,000 Ongoing progression toward Master Facility Plan 1. Facility Master Plan to include the addition of a CTE building and update auditorium restrooms at Corcoran High and start development of new property for additional stadium parking.	2. 1. Facility Master Plan 6000-6999: Capital Outlay LCFF $475,000	2. 1 Facility Master Plan 6000-6999: Capital Outlay LCFF $932,600
2.2 Facility Master Plan -(0332) $857,781: COP payment for items listed in CUSD's master plan.	2.2. Facility Master Plan 7000-7439: Other Outgo LCFF $857,781	2. 1 Facility Master Plan 7000-7439: Other Outgo LCFF $857,781
2.3 Facility Master Plan deferred maintenance $500,000: Replacing flooring, fencing, concrete work, landscaping, shade covering, and other ongoing maintenance.	2.3. Facility Master Plan 6000-6999: Capital Outlay LCFF $500,000	2. 3 Facility Master Plan 6000-6999: Capital Outlay LCFF $500,000
2.4 Renaissance Learning: $0 Contract was not renewed	2.4 Renaissance Learning 5000-5999: Services And Other Operating Expenditures LCFF $0	2.4 Renaissance Learning 5000-5999: Services And Other Operating Expenditures LCFF $0
2.5 Student Data Tracking Software Aeries contract: $23,406 Increase availability of student data to parents offering timely communication of student academic progress and achievement.	2.5 Student Data Tracking Software Contract 5000-5999: Services And Other Operating Expenditures LCFF $23,406	2.5 Student Data Tracking Software Contract 5000-5999: Services And Other Operating Expenditures LCFF $23,392
2.6 Yard Duty Supervisors (17) FTE: $252,499 Provide assistance in supervising students throughout the day as they come to school, during recess, during lunch, and after school at Bret Harte, John C Fremont, Mark Twain, John Muir Middle School, Corcoran High School and Kings Lake Education Center.	2.6 Yard Duty Supervisors 2000-2999: Classified Personnel Salaries LCFF $215,437 2.6 Yard Duty Supervisors 3000-3999: Employee Benefits LCFF $37,062	2.6 Yard Duty Supervisors 2000-2999: Classified Personnel Salaries LCFF $202,743 2.6 Yard Duty Supervisors 3000-3999: Employee Benefits LCFF $34,641
2.7 Campus Security: (1) FTE: $55,977 John Muir Middle School security personnel.	2.7 Campus Security John Muir 2000-2999: Classified Personnel Salaries LCFF $37,347	2.7 Campus Security John Muir 2000-2999: Classified Personnel Salaries LCFF $37,347

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2.7 Campus Security John Muir 3000-3999: Employee Benefits LCFF $18,630	2.7 Campus Security John Muir 3000-3999: Employee Benefits LCFF $25,509
2.8 Campus Security: (1) FTE: $62,755 Corcoran High School Campus Security.	2.8 Campus Security Corcoran High School 2000-2999: Classified Personnel Salaries LCFF $36,980	2.8 Campus Security Corcoran High School 2000-2999: Classified Personnel Salaries LCFF $37,751
	2.8 Campus Security Corcoran High School 3000-3999: Employee Benefits LCFF $25,775	2.8 Campus Security Corcoran High School 3000-3999: Employee Benefits LCFF $19,101
2.9 Crossing Guard: (4) 0.44 hours FTE: $46,750 Crossing Guard for Bret Harte Elementary, JCFremont Elementary, Mark Twain Elementary, John Muir Middle School to ensure the safety of students before and after school.	2.9 Crossing Guards 5000-5999: Services And Other Operating Expenditures LCFF $46,750	2.9 Crossing Guards 5000-5999: Services And Other Operating Expenditures LCFF $43,742
2.10 Positive Behavioral Interventions and Supports (PBIS): $27,000 Bret Harte Elementary, John C Fremont Elementary, Mark Twain Elementary, John Muir Middle School, Corcoran High School, Kings Lake Education Center's Alternative Education Programs site incentives and awards.	2.10 Positive Behavioral Interventions and Supports 4000-4999: Books And Supplies LCFF $27,000	2.10 Positive Behavioral Interventions and Supports 4000-4999: Books And Supplies LCFF $15,001
2.11 Mental Health Clinician (1) FTE: $93,181 District wide mental health personnel for diagnosing and addressing student behavior and implementing a treatment plan. Funded by District Federal Funds	2.11 Mental Health Clinician 1000-1999: Certificated Personnel Salaries Title I $65,270	2.11 Mental Health Clinician 1000-1999: Certificated Personnel Salaries Title I $82,036
	2.11 Mental Health Clinician 3000-3999: Employee Benefits Title I $27,911	2.11 Mental Health Clinician 3000-3999: Employee Benefits Title I $39,909
2.12 Counselors: 2 FTE: Salaries and benefits: $222,077 John Muir Middle School Counselor and K-5 split for one counselor. Provide counseling services for students.	2.12 Counselors 1000-1999: Certificated Personnel Salaries LCFF $159,996	2.12 Counselors 1000-1999: Certificated Personnel Salaries LCFF $184,080
	2.12 Counselors 3000-3999: Employee Benefits LCFF $62,081	2.12 Counselors 3000-3999: Employee Benefits LCFF $66,803

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.13 Technology - 5 FTE: $505,375 Technology Classified Salaries and Benefits: Technology support staff	2.13 Technology Personnel 2000-2999: Classified Personnel Salaries LCFF $331,635 2.13 Technology Personnel 3000-3999: Employee Benefits LCFF $173,740	2.13 Technology Personnel 2000-2999: Classified Personnel Salaries LCFF $323,260 2.13 Technology Personnel 3000-3999: Employee Benefits LCFF $156,720
2.14 Security Cameras: $10,000	2.14 Security Cameras 5000-5999: Services And Other Operating Expenditures LCFF $10,000	2.14 Security Cameras 5000-5999: Services And Other Operating Expenditures LCFF $0
2.15 Safety/Security Coordinator: 1 (FTE) Districtwide safety personnel $93,850 Providing a safe and secure environment with K-9 presence for search and deterrent. Travel, Conference, supplies and services to also support district owned K-9	2.15 Safety/Security Coordinator 2000-2999: Classified Personnel Salaries LCFF $55,000 2.15 Safety/Security Coordinator 3000-3999: Employee Benefits LCFF $31,350 2.15 Safety/Security Coordinator 4000-4999: Books And Supplies LCFF $7,500	2.15 Safety/Security Coordinator 2000-2999: Classified Personnel Salaries LCFF $58,422 2.15 Safety/Security Coordinator 3000-3999: Employee Benefits LCFF $31,587 2.15 Safety/Security Coordinator 4000-4999: Books And Supplies LCFF $5,063

Goal Analysis

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

The actions above were implemented despite school closures. Some areas used less in supplies and materials than were originally budgeted. Funds that were originally budgeted in the LCAP, were purchased with funds from CARES act rather than the LCFF. The unspent LCFF funds were used to support the district's efforts to mitigate effects of the COVID-19 pandemic. Some of the duties for personnel listed in these actions/services were shifted and they were used to support students and families by distributing meals; assisting in sanitizing, disinfecting, and cleaning; assisting teachers and office staff to print and distribute work packets for periods of asynchronous learning; and helping to maintain facilities.

For 2019/20, we were not able to implement the following Actions, but instead the district utilized the funds for the listed support activities:

1.7 Class Size Reduction K-3 Teachers the district utilized the funds for 2.1 Facility Master Plan
1.11 Pathways Trust Teachers the district utilized the funds for 2.1 Facility Master Plan
1.14 High School Ag Teachers the district utilized the funds for 2.1 Facility Master Plan
1.21 Professional Development for all staff the district utilized the funds for 2.1 Facility Master Plan
2.10 Positive Behavioral Interventions the district utilized the funds for 2.1 Facility Master Plan
2.14 Security Cameras the district utilized the funds for 2.1 Facility Master Plan

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

Successes: Based on the data provided, suspensions and expulsions were reduced significantly in the 2019-20 school year. Actions that focused on the effective implementation of systems, structures, and curriculum at school sites included the district's Positive Behavioral Interventions and Supports (PBIS) and other programs key to the development and maintenance of positive school climate and culture were implemented at the school sites which helped improve and reduce these numbers. Additional Mental Health Clinician was added to support behavioral/mental health in the district. These staff provided critical services that played a key part in addressing mental health issues that might otherwise result in significant loss of time in school for students.

All technology was purchased and was on hand for every student in the district. There were additional devices to swap out in case of emergencies, breakage, or technical difficulties. Technology tools and devices in the district supported the move from in-person instruction to distance learning. The shift was quick and both staff and students adapted quickly. Technology personnel was on hand to support any technical issue that arose during the transition. Projects at Corcoran High School were completed with open learning spaces in mind that would help support students' return to school in person while maintaining social distancing standards.

Actions supporting the maintenance of clean and safe facilities were implemented as planned and, throughout the closure of physical school sites, took on a heightened level of importance. Custodians, Grounds, and related maintenance staff all played critical roles in maintaining safe and healthy work environments for essential staff that were present at sites to maintain core services including food distribution. When the closures first occurred, Food Services rapidly mobilized their staff to ensure the continuation of meal services for families and students. A curbside pick-up process was established that maximized safety for staff and families, thanks to our Security Coordinator and the security personnel.

Challenges:
There were concerns from parents, families, and staff for returning to school and remaining in distance learning. All parties were concerned about safety and the reopening of schools in the Fall of 2020. A survey sent to all parties not only revealed concerns about reopening schools, but also revealed concerns from parents and staff in regards to remaining on Distance Learning. Most were concerned about the physical, emotional, and social well-being of students and staff regardless of the direction the district decided to pursue. Students who were polled at a meeting missed the interaction they received during their time in school, and they missed their friends and teachers.

Absenteeism increased after the announcement of the COVID-19 shutdown. Maintaining student engagement was difficult and was a challenge. There were many distractions and interruptions that students had to face that kept them from focusing on lessons over Zoom. Teachers tried implementing instructional strategies to motivate and engage students in an attempt to overcome these distractions/interruptions/lack of motivation.

Another challenge was trying to collect data or information regarding climate and culture for the year, overall. Most of the information or feedback gathered from March 17, 2020 onward was solely focused on the shutdown and the COVID-19 pandemic.

Goal 3

Support parents, families and community members' engagement with the education of their child/ren and the students in the Corcoran Unified School District.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Metrics State Priority 3: 3.1. District seeks parent input in decision making at the district and each school site **19-20** 3.1. District/Site - Parent Involvement: Welcoming school community: 75% Programs reflect diversity of families:77% Parents welcome at site/district meeting: 76% Communication with staff welcomed: 83% Collaborating with parents seeking input: 80%	3.1. District/Site - A survey was not sent out in the 2019-20 due the COVID-19 Pandemic. The following results are from the previous year's 2018-19 survey results: Parent Involvement: Welcoming school community: 75% Programs reflect diversity of families:77% Parents welcome at site/district meeting: 76% Communication with staff welcomed: 83% Collaborating with parents seeking input: 80%

Expected	Actual
Baseline 3.1. District/Site Parent Involvement: Welcoming school community: 77.8% Programs reflect diversity of families: 79.6% Parents welcome at site/district meeting: 78.6% Communication with staff welcomed: 85.7% Collaborating with parents seeking input: 78.6% Survey taken by: Parents: 86.9% Students: 13.1% The Power of Partnership Family Survey (Spring 2017)	
Metric/Indicator A. Metrics State Priority 3: 3.2. District promotion of parental participation: Unduplicated pupils Individuals with special needs **19-20** 3.2. District promotion of parental participation: Parents of unduplicated pupils received meaningful and timely communication on their students' progress/achievement. 100% communication (3.1) Parents of individuals with special needs received meaningful and timely communication on their students' progress/achievement. 100% communication (3.1)	3.2. District promotion of parental participation: Parents of unduplicated pupils received meaningful and timely communication on their students' progress/achievement. 100% communication (3.1) Parents of individuals with special needs received meaningful and timely communication on their students' progress/achievement. 100% communication (3.1) Parents (including parents of unduplicated pupils and pupils with exceptional needs) participated in a variety of educational and social activities. 99.74% attendance

Expected	Actual
Parents (including parents of unduplicated pupils and pupils with exceptional needs) participated in a variety of educational and social activities. 89% attendance **Baseline** 3.2. District promotion of parental participation: Parents of unduplicated pupils received meaningful and timely communication on their students' progress/achievement. 100% communication 2016-2017 (ParentLink) Parents of individuals with special needs received meaningful and timely communication on their students' progress/achievement. 100% communication 2016-2017 (ParentLink) Parents (including parents of unduplicated pupils and pupils with exceptional needs) participated in a variety of educational and social activities. 85% attendance 2016-2017 (attendace rosters)	
Metric/Indicator A. Metrics State Priority 3: 3.3. District promotion of parental participation:	3.3. District promotion of parental participation: School Site Council: 69% attendance English Learner Advisory Committee:

Expected	Actual
19-20 3.3. District promotion of parental participation: School Site Council: 84% attendance English Learner Advisory Committee: 82% attendance Students with Disabilities: 76.3% attendance The Parent Advisory Committee: 84% attendance **Baseline** 3.3. District promotion of parental participation: Parents provided input into programs and services, both district-wide and at the school site level, based on district reviews of parent attendance at School Site Council meetings, English Learner Advisory Committee, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, Students with Disabilities meetings response to parent surveys. School Site Councils met regularly a minimum of five times throughout the school year. 82% attendance 2016-2017 (committees' rosters) English Learner Advisory Committees met regularly a minimum of five times throughout the school year. 80% attendance 2016-2017 (committees' rosters)	68% attendance Students with Disabilities: 99.74% attendance The Parent Advisory Committee: 70% attendance

Expected	Actual
Students with Disabilities met regularly throughout the school year. 75% attendance 2016-2017 (committees' rosters) The Parent Advisory Committee met regularly six times throughout the school year. 80% attendance 2016-2017 (committees' rosters) The parents of all students (including parents of unduplicated pupils, low income and individuals with special needs) strongly agree or agree with the statement: "I understand the academic standards my child is supposed to meet and how the curriculum is linked to those standards and receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, Title I, parent workshops, back to school night, and parent education presentations including LCAP". 93% of parents agree or strongly agree The Power of Partnerships Family Survey (2016-2017)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 ParentLink (Blackboard) Software Contract: $11,050 Provide parents/guardians full access to student daily academic and attendance records.	3.1 Parent Link Software 5000-5999: Services And Other Operating Expenditures LCFF $11,050	3.1 Parent Link Software 5000-5999: Services And Other Operating Expenditures LCFF $11,050

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.2 Parent Liaison: (1) FTE: $64,060 Provides communication and outreach services for parents and community members.	3.2 Parent Liaison Resource 0332 2000-2999: Classified Personnel Salaries LCFF $38,109 3.2 Parent Liaison Resource 0332 3000-3999: Employee Benefits LCFF $25,951	3.2 Parent Liaison Resource 0332 2000-2999: Classified Personnel Salaries LCFF $15,783 3.2 Parent Liaison Resource 0332 3000-3999: Employee Benefits LCFF $8,933
3.3 Foster Youth and Homeless: $5,150 Monitor, support and provide supplies for foster youth and homeless. Federal Funding	3.3 Foster Youth and Homeless 4000-4999: Books And Supplies Title I $5,150	3.3 Foster Youth and Homeless 4000-4999: Books And Supplies Title I $27
3.4 Parent Training classes : $1,900 Supplies for parent training classes	3.4 Parent Trainings 4000-4999: Books And Supplies LCFF $1,900	3.4 Parent Trainings 4000-4999: Books And Supplies LCFF $536
3.5 Secretary II - 1 FTE: $65,464 Bilingual Parent Assistant/Translator	3.5 Secretary II: Bilingual Parent Assistant/Translator 2000-2999: Classified Personnel Salaries LCFF $38,599 3.5 Secretary II: Bilingual Parent Assistant/Translator 3000-3999: Employee Benefits LCFF $26,865	3.5 Secretary II: Bilingual Parent Assistant/Translator 2000-2999: Classified Personnel Salaries LCFF $33,732 3.5 Secretary II: Bilingual Parent Assistant/Translator 3000-3999: Employee Benefits LCFF $17,388

Goal Analysis

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

The unspent LCFF funds in this area were used to help support other goals in the LCAP that would help mitigate the effects of the COVID-19 pandemic.   These funds were utilized to support open spaces for students, teachers, and staff. Funds were redirected to Goal 2.

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

Success:
The district was able to provide year round bilingual customer service to parents and community members who needed assistance at the District Office thanks to the services of the Secretary II. Communication notices and messages to all parents are timely and in a language parents are able to understand. In addition, the support of the Secretary II was helpful when it came to producing notices during the COVID-19 Pandemic. Several notices were produced throughout the day or week that needed translation for services or meals. These were executed and published in a timely manner thanks to the Secretary II.

Parent Link was utilized to communicate throughout the year. Notices in regards to meetings, Back to School Nights, and other school activities were sent out using the service. There were over 297,326 messages sent during the school year. In addition, ParentLink was used to send out surveys for parents to complete and to gather input from families. These were quick surveys when we were planning the return to school in the Spring.

Our Parent Liaison was also a success during the time she was here. She was able to draw people to meetings and assist with meetings. She was in attendance at all SSC meetings and ELACs and was able to provide translation at those meetings when assistance was needed.

Challenge:

Our Parent Liaison retired in December 2019.   This position became difficult to fill once the COVID-19 shutdown occurred. Participation at parent meetings significantly declined at our parent meetings, especially after the COVID-19 Pandemic. Zoom was not a popular option with parents and issues logging on may have played a part. Students were able to assist their parents in many cases.

For 2019/20, we were not able to implement the following Actions, but instead the district utilized the funds for the listed support activities:
3.2 Parent Liaison the district utilized the funds for accounted 2.11 Mental Health Clinician & 2.12 Counselors
3.3 Foster Youth and Homeless the district utilized the funds for accounted 2.11 Mental Health Clinician & 2.12 Counselors
3.4 Parent Training Classes the district utilized the funds for accounted 2.11 Mental Health Clinician & 2.12 Counselors
3.5 Secretary II - DO, Bilingual the district utilized the funds for accounted 2.11 Mental Health Clinician & 2.12 Counselors

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP 1 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support in-person learning	137,083	137,083	No
IP 2 Clean Safe Learning Environment Cleaning Supplies, Personal PPE	775,000	287,507	No
IP 3 Technology Devices for Teacher Instruction Laptop computers/Staff for student instruction	134,155	21,674	No
IP 4 Staff to Ensure a Safe, Secure, and Healthy Environment Provide staff to support a safe and secure learning environment, social-emotional supports, mental health services, and ensure student wellness while receiving in person instruction	860,370	956,534	Yes
IP 5 Support Staff (Certificated and Classified)	5,029,286	5,312,026	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff to support a rigorous and well-rounded education for students by 1) Reducing classroom sizes at the elementary levels 2) Continuing to provide music and PE at K-5 3) Adding an elective at the middle school 4) Increasing college and career pathways at the high school 5) Providing support for struggling students 6) Providing language development supports for students, and 7) Supporting reading and literacy by providing library assistance and guidance			

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

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some of the individual actions were implemented with less than the originally budgeted amounts, some actions required funding above the originally budgeted amounts.

IP 2: Budget was not fully expensed due to Cleaning Supplies and Personal PPE donated by the State through Kings County Action Organization and Kings County Office Of Education. Funding will be expensed as needed through the Timeline of the ESSER I Grant and will be fully expensed by 9/30/2022. All school sites were upgraded with cleaning supplies, personal protective equipment and safe environment to include desk sneeze guards, face coverings, sanitizer stations and foggers, temperature monitoring stations.
IP 3: Teacher devices will continue to be replaced as needed through the timeline of the ESSER I Grant 9/30/2022. Teacher laptops to assist with instruction with social distancing.
IP 4: Increase in expenditures due to negotiated increases in Salaries and Benefits and additional labor/hours for student support. Provided staff to support for a safe and secure learning environment, social-emotional supports, mental health services, and ensure student wellness while receiving in person instruction.
IP 5: Increase in expenditures due to negotiated increases in Salaries and Benefits. Classified and Certificated staff salaries to support students in a rigorous and well-rounded education with social distancing.

Analysis of In-Person Instructional Offerings

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

Corcoran Unified School District planned it's reopening for November 9, 2020 after offering Distance Learning the from 8/13/2020-11/6/2020 due to COVID-19. In-person instruction was offered for a brief period until December 9, 2020, when COVID-19 once again forced schools to close. On March 1, 2021, Corcoran Unified School District once again reopened its doors for in-person instruction for families who chose this option for their children.

Successes:
Corcoran Unified School District drafted the "Fall Reopening Plan" which contains plans and protocols to ensure the safety of students and staff. The plan covered protection guidelines for staff, students, and campus visitors, building access and common area protocols, health screenings, protocols for returning to school after exposure or illness, face-covering and social distancing protocols and other important documents pertaining to COVID-19. All were accessible on the District's main website. These were made available to all families prior to in-person instruction.

When in-person instruction resumed, instruction was provided 5 days per week. Teachers were able to build relationships with students and differentiate instruction based on student needs in class. Academic interventions including small group and individualized instruction were provided by both the classroom teacher and/or by a certificated intervention teacher during the school day. The day ended early so that small cohorts of students had the opportunity to work 1-1 with classroom teachers at the end of the day to help bridge learning gaps. The needs of our Foster Youth, low-income, English learners and students with disabilities were all met in class and through small group supports in a more efficient and facilitated manner.

During In-person learning, CUSD continued to ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support with the help of our counselors, mental health clinicians, and psychologists.

Challenges:
Swapping between in-person learning to distance learning repeatedly made it difficult for students, staff, and parents to establish a routine this year. Caretaking was a challenge families found themselves worrying about during in-person instruction. Families found themselves scrambling for daycare and/or supervision during the day when schools were forced to close and deliver distance learning. In the same manner, they had to scramble to find someone to drop off their children or to pick them up after school once they were back to in person instruction in school buildings.

A second challenge during in-person instruction was the lack of substitutes. Support staff, such as academic coaches, resource teachers, administration, all had to fill in or had to be creative on how to cover classes. PE and Music classes were limited in the activities they could offer or the way they organized games for students due to social distancing requirements.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL 1 Equitable access to Distance Learning via Technology To accommodate and ensure students and staff are able to access core instruction at home, the District increased its internet bandwidth, expanded Access Points at all sites to support internet bandwidth, provided devices for distance learning, allowed accessibility to digital content to support instruction, provided support staff to ensure the devices were well maintained, in good working order, and to ensure connectivity to the extent possible.	3,893,621	3,619,425	Yes
DL 2 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support distant learning.	1,269,014	1,519,229	No

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

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some of the individual actions were implemented with less than the originally budgeted amounts, some actions required funding above the originally budgeted amounts.

DL 1: Over Budgeted on estimate for Tower upgrade for internet infrastructure and on services and software needed to support devices and Access Points. Towers upgraded to support increase in internet to accommodate students on distant learning. Updated student technology devices to accommodate distant learning. ZOOM software to provide virtual classroom for student distant learning. DL 2: Under Budgeted on Supplies/Materials supporting distant learning. Provided materials and supplies to students homes for support with distant learning.

Analysis of the Distance Learning Program

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

Successes:
Continuity of Instruction
Teachers were able to provide remote instruction utilizing the grade level standards, accessing the same core instructional materials, and leveraging similar instructional practices and strategies across the grade levels. This consistency led to a high level of continuity of instruction for the majority of students.

Access to Devices and Connectivity
48 hours to set up devices and accounts when students enrolled in the district. Devices were swapped immediately if a student reported any issue, damage or loss. Technology support was available upon demand when a student or staff member requested support for apps, connectivity issues, and/or any login issues related to instruction.

Pupil Participation and Progress
There was an increase of calls and in some cases, home visits, to hold students accountable for their work. This helped increase communication and involvement of parents with their students learning.

Distance Learning Professional Development
The district's Academic Coaches provided support in ELA, mathematics, and ELD through Zoom. Observations were conducted during remote instruction lessons and feedback provided either through email or Zoom.

Staff Roles and Responsibilities
Staff were flexible and patient in transitioning between remote learning to in-person various times this year. Shifts in roles and responsibilities were embraced by most staff during the time that students were not on school campuses.

Support for Pupils with Unique Needs
Students received supports through Zoom before cohorts. Once cohorts began, students with unique needs were identified and grouped based on needs. They were assigned a time and teacher to receive supports with instruction and/or English language development. Paraprofessionals used Zoom breakout rooms to support the teacher in interventions and provided small group interventions during the school day for students who did not make the cohorts. These opportunities were especially critical in providing supports for pupils with unique needs (English learners, pupils with exceptional needs, foster students, pupils who are experiencing homelessness).

Challenges:

Continuity of Instruction

Students and staff had to prepare to switch from one mode of instruction to another a few times this year . At the elementary levels, some students had to change teachers. This was a change for the student and was a break in the continuity of instruction for several students.

Access to Devices and Connectivity

Students were provided with MiFi devices in order to have internet access. This became an issue if there were several family members on at one time Zooming. The district made adjustments to connection ports and worked with Kings County to get this fixed. In addition, CUSD worked with KCOE to add additional devices for families who lived in remote areas where the internet access was unreliable. Packets were provided to families while these connectivity issues were fixed.

Pupil Participation and Progress

There were many challenges that presented themselves with students participating from home. Some of these included distractions that prevented students from focusing on instruction. It was also difficult to get students to complete work. Maintaining student engagement, motivation, and participation were concerns staff had in regards to students working from home. Finally, reaching students who were unengaged and lacked the resources or availability of assistance outside of school was the most challenging.

Distance Learning Professional Development

Ongoing professional development has been implemented all year at each school site. Though it has been a great alternative to in-person PD, it has been difficult to engage all staff on Zoom. It is easy to disengage, turn off a camera, and multitask while on Zoom. There is also a lack of collaboration and interpersonal relationships due to meetings not being held in-person.

Staff Roles and Responsibilities

Several teachers have reported that it was a challenge to teach concurrently students who were remote learning and those who were in-person. Some staff had their roles and responsibilities adjusted to provide outreach to students and families. This posed some challenges with room and space limitations.

Support for Pupils with Unique Needs

Several students are tactile and hands on. It is difficult to do this over remote learning, especially for our pupils with unique needs. Several pupils with unique needs (English learners, pupils with exceptional needs, foster students, pupils who are experiencing homelessness) fell behind academically and required additional supports and interventions during the course of the year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PLL 1 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support learning loss mitigation, mental health support, social-emotional support, pupil engagement and attendance, and incentives/awards that support PBIS	613,007	636,696	Yes

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

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some actions required funding above the originally budgeted amounts.

PLL 1: Slightly more expenses in the materials for support. Materials and supplies were provided at school sites to support learning loss mitigation, mental health, social-emotional support, pupil engagement and incentives that support PBIS.

Analysis of Pupil Learning Loss

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

Successes:
Teachers were able to provide before and after school supports to identified students, such as English learners, low income, foster youth, and pupils who are experiencing homelessness, in small groups after classes ended either at 1:30pm or 1:45pm. They used multiple measures to assess students, then developed a plan to address each individual student's needs. Several staff members were utilized to carry out plans. Community contacts, paraprofessionals, administrators, and at times, our security coordinator, was utilized to contact and support the student's reengagement in school activities and to monitor their attendance in school. Their support with attendance helped improve their school performance and helped mitigate students' learning loss.

Our Special Education teachers worked closely with their students to identify areas that needed more support. They also met with their students in-person when we had to transition to the distance learning model so not to disrupt their routines and instruction. Some students showed significant gains with their small group support and tutoring.

Parents worked closely with teachers to deliver instruction to their students. They helped support the district by not only supporting students at home, but by being flexible with schedules and assisting with meetings, tutoring, and other instructional needs that were required throughout the year.

Challenges:
Tutoring in cohorts was not as effective as instructing or supporting students, such as English learners, low income, foster youth, and pupils who are experiencing homelessness, during our intervention periods in-person. There were limits on how many students were served at sites and as a district. Flexible grouping and targeted interventions was difficult since they had to stay in cohorts, so movement based on needs became a challenge. Transportation for small cohorts was limited or non-existent so this made it difficult for some students to attend supports in person.

Analysis of Mental Health and Social and Emotional Well-Being

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

Success:
Our continued focus was to meet across our district and to sustain services in behavior and mental health during distance learning. Site administrators and their leadership teams developed re-engagement plans for students who were not participating, needed mental health services, or who had identified barriers that prevented them from participating in their education. Each site developed a system of collecting data that kept them informed of student progress. As data was collected and analyzed, the next steps are to address trends that are taking place throughout campus, and in independent cases, students are offered services to meet their immediate needs. These systems were either identified as MTSS or RTI at each site and involved counselors, Mental Health Clinicians, school psychologists or district psychologists to determine the best course of action to provide services and meet the needs of students, and in some cases families. The wrap around services provided by not only behavior/mental health staff, but by nurses, learning directors, and site administrators served our students during in-person instruction and distance learning.

Mindfulness classes were developed and utilized throughout the district which helped support students. In addition to this, Social-Emotional Programs were established at sites to help students establish and maintain positive relationships and make responsible decisions.

The District utilized its partnerships with SISC Insurance and California Risk Management Authority to provide assistance to staff members who needed support with mental health and social and emotional well-being this year. SISC provided Mental Health Resource Pamphlets that were distributed to all employees with in-person and virtual supports. California Risk Management Authority provided the District with monthly newsletters that were distributed to employees. These newsletters had Health and Wellness tips to support the social and emotional well-being of our employees. SISC Insurance also provided Health Coaching and Therapy through Vida which was offered to all employees. Emails were regularly sent out to all staff to remind them of these services.

Challenges:
There were a few challenges identified in the area of mental health and social and emotional well-being. Because of Distance Learning, many staff members reported in surveys and in meetings that students missed interacting with other children. They couldn't socialize with others, and it was hindering their social emotional development. Students were also becoming isolated and at times, it was challenging to interact online with a student enough or in private to monitor their physical or facial expressions to determine if they were doing well. This was easier to do in person. Once students were at school, the counselors and mental health clinicians case loads significantly increased.

Teacher to student interactions and relationships are important when delivering instruction, building rapport, and establishing a positive climate on campus. Lack of interactions with peers and students not only affected students but it also had an impact on the teachers. Teachers and staff missed their students and had a difficult time addressing their needs and identifying all students who

needed support. Teachers and staff tried their best in all situations and circumstances to build relationships and to address the needs of students but technical issues, the swapping from one mode of instruction to another, and the lack of privacy in students' home sometimes posed a barrier.

Staff also experienced some challenges. They felt overwhelmed with the situation constantly changing and not being able to see their students. They were also concerned about their health and safety while they were on campus. They also felt stressed due to the pressure they felt having to teach their students at school and then having to go home and support their own children with their studies.

Analysis of Pupil and Family Engagement and Outreach

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

Success:
Tier I- Re-engagement Strategies
Multiple communication platforms were used to reach families. Staff members from community contacts, paraprofessionals, support staff, administrators, and secretaries spent more time having conversations with families and identifying individual needs in order for students to be successful. Support staff were flexible in providing support where needed. Administration listened to parent's concerns and provided multiple instructional models. Zoom provided the opportunity for families to attend meetings/conferences while allowing them to provide feedback in a safe manner. Participation in online activities and lessons were monitored for completion. Our staff understood the importance of providing parents and students with consistent structures and processes—such structures included regular one-on-one conversations, daily schedules, and SeeSaw messages, ParentLink messages, and/or emails. Parents were provided with regular updates on student outcomes to support distance learning. Individualized communication with students and families were used to share student progress, highlight learning gaps, and set expectations for engagement.

Tier II-Re-engagement Strategies
After 3 days of no contact or worked turned in by the student, several sites conducted home visits and tried to get students to participate in their lessons. They tried to identify barriers that prevented the student/s from participating or attending school and sometimes found that it was because parents went to work and left them at home, there were too many distractions at home, or there was lack of motivation. Therefore, the sites and visiting staff would provide the families/parents/students assistance with the identified barriers. They would identify a space for students to work or help families with ideas to minimize distractions. They would also recommend the Learning Lab as an area for the students to attend as a quiet area for students to do their work.

Tier III Re-engagement Strategies
SART conferences were conducted late in the school year once SARB was announced and scheduled. Sites planned their meetings and some parents were able to attend either in person or through Zoom. Services were planned for students who needed them.

These included counseling, interventions, medical services, or other services that may have been needed. In some cases, students were referred to SARB.

Tier IV Re-engagement Strategies
Two SARB meetings were held in May. Wellness checks were conducted by our Safety/Security Coordinator. These were conducted in conjunction with Principals, Community Contacts, and Counselors.

Other: We quickly transitioned to offering virtual meeting options for our stakeholders. This option allowed more participation from families. We used a variety of communication strategies to build relational trust with families and boost student engagement. Educational opportunities and trainings for parents were held by sites to support parents on the use of technology. These included the use of Zoom, Google Suites, SeeSaw, and other applications that were utilized at the various school sites.

Challenge:
Tier II Re-engagement Strategies
Small challenges arose in this area. Our staff members, though they were somewhat successful with some families in providing assistance with identified barriers, had a difficulty providing some families with alternatives or suggestions to control distractions at home or how to manage time while parents were at work. Using the Student Engagement Lab was also challenge since parents did not want their children who were on Distance Learning to leave their physical home, even if their participation in DL was suffering.

Tier III Re-engagement Strategies
Although SART Conferences were scheduled and some were held, there were several that could not be conducted. Parents were not showing up either in person or on Zoom. Also, it was also difficult to staff the Student Engagement Lab due to substitute shortages. Staff from the lab was usually pulled to support or substitute.

Tier IV Re-engagement Strategies
Due to unforeseen circumstances, our Resource Officer was out for months. Though he was not able to conduct wellness checks for students and families, we did have a very capable and supportive Safety/Security Coordinator who managed to perform these for the school sites.

Other: The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The district offered participation in parent committees and meetings virtually and by phone.

Analysis of School Nutrition

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

Successes:
Breakfast and lunch was provided for all school age children TK-12 during Distance Learning and in-person instruction. Students who attend in-person instruction are provided a breakfast before school and a lunch during the school day. Students who are on Distance Learning are provided a grab and go lunch and breakfast for the next school day. This is done in a "drive-thru" format at three locations throughout the district.

Challenges:
Despite outreach efforts using various communication tools and social media, the number of meals served during the year was significantly lower this year with distance learning than the number of meals served when students attended school in-person all year. Serving meals at three sites for distance learning and scheduling them around regular lunch periods has been a challenge. Providing suitable meals that could be sent home and eaten the same day or the next day, with minimal need for cooking and preparation was also a challenge.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	AA 1 Food Service: Refrigerators & Freezer for additional storage of to-go student meals.	60,000	51,852	No
Pupil Engagement and Outreach	AA 2 Pupil Engagement and Outreach: District Parent Liaison and District Secretary Used to assist in translating at the District Office and to provide support to students, families, and school sites for the purposes of reengagement, communication, or coordination of resources or services in the district/community.	133,517	80,396	Yes

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

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some of the individual actions were implemented with less than the originally budgeted amounts, and one position went all year without being filled. Extensive efforts were taken to ensure ongoing communication, outreach, and engagement during school closures with the staff on hand.

Overall Analysis

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

The lessons learned from implementing distance learning and in-person programs in 2020-21 had substantial impact on the development of the actions in the 2021-24 LCAP. In developing the 2021-24 LCAP, the lessons learned from the recent year built

upon the ongoing stakeholder input to inform a revised and expanded goal description. Several of the key changes were specifically informed by the student needs and inequities that were exacerbated and/or further exposed during distance learning.

In the 2021-24 LCAP (Goal 1) focuses on preparing students for college and career readiness. One of our actions calls out the preparation of our students for 21st Century Learning. Our stakeholders have provided input at meetings and surveys that our district was well prepared for distance learning in part to the One2One Program that was implemented several years ago. Technology upgrades and the supports required to enhance their capability (i.e. devices, tech support, infrastructure, professional development, connectivity) continue to be requested services in order to prepare our students to meet Goal 1. Distance learning lessons were taken into consideration when Goal 1 was addressed. The technology utilized was extremely useful and necessary. The infrastructure that was needed and provided by the District to manage 3300 devices for students alone was top notch and was found to be necessary at any given time. Another lesson learned was that in-person instruction still continues to be the best mode of instruction for the majority of our students. Though Distance Learning provided successes for a minority of students, the majority of students were more successful with face-to-face interaction, discussion and the socialization provided from in person instruction. Monitoring of pupils with unique needs (especially those who are low income, English Learners, pupils with disabilities, pupils in foster care, and pupils who are experiencing homelessness) will continue in Goal 1 with the help of Intervention teachers, resource teachers, Coaches, and support staff.

Goal 2 addresses the need to provide a safe, positive, and nurturing environment for students.   We have definitely learned to have the supports in place for students and staffs' mental health and wellbeing. We provide this with nurses, counselors, and mental health clinicians. We also encourage positive interactions through the use of Positive Behavior Intervention and Supports (PBIS) at every site. Monitoring and supporting mental health and social-emotional well-being is being carried over into Goal 2. The District plans on a full reopening with in-person instruction being the main mode of instruction. Health and safety considerations for staff are being considered. The District will continue to follow CDC and County Health Department guidance for COVID19 in adjusting protocols including cleaning, sanitation, PPE, and social distancing when addressing Goal 2 in the LCAP and aligning it with other federal plans.

Goal 3, in the 2021-24 LCAP, will address and focus on engaging pupils and families. We have learned that partnerships with families creates a stronger relationship and learning experience for students. Therefore, all actions and services addressed in Goal 3 support the engagement of families, parents, and community members in the education of children and students enrolled at Corcoran Unified School District.

The lessons learned during distance learning and in-person instruction have informed some broad approaches to the LCAP that have impacted goals and metrics. Key among these are the increased disaggregation of data within metrics. This includes baseline data and targets and is intended to more transparently show the gaps in outcomes and need to accelerate growth for student groups that are achieving below the rate of 'All' students and their peer student groups.

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

Learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs (low income students, English learners, pupils with disabilities, pupils in foster care, and pupils who are experiencing homelessness) in (Goal 1, Action 1.1). This specific action addresses how students will be served and monitored by support staff at the sites. District Local Assessments will be utilized throughout the year in English Language Arts and in Mathematics for all students. Administrators, teachers, and other instructional staff will meet to review student data and hold academic conferences to assess pupil learning status and needs. While these practices will vary across sites, they contribute to the district's overall assessment and addressing of pupil learning loss and are accounted for in the site-based actions within each school's SPSA. These actions are, in aggregate, included in the LCAP within each goal area.

Smaller class sizes in grades K-3 will be implemented in order to provide teachers the greater opportunity to work with individual or small groups of students especially students who have experienced learning loss or pupils with unique needs. Extended instructional time during the summer time will also be provided for students. Professional development will be provided for teachers, support staff, and paraprofessionals who work with any pupils who have experienced learning loss, pupils with unique needs, or any struggling student.

Communication with parents will be vital when working to address learning loss. The District Liaison (Goal 3, Action 3.2) will support the school sites in addressing training needs for parents. All materials and supplies for trainings to support parents in addressing the needs of their children at home will be addressed in the 2021-24 LCAP.

Instruction will be in-person and will focus on priority standards, 5 days a week. Benchmark assessments will be administered 3 times a year to assess student learning and more frequent site assessments will be utilized to monitor progress. Students who require additional supports, especially students who have experienced learning loss, pupils with unique needs, or any struggling student, will be assessed to determine what level of intervention they may require at each site.

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

Despite the challenges listed and despite the repeated school closures and reopenings, all of the actions and services services identified in the in-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions section of this annual update that were marked as contributing towards meeting the increased or improved services requirement, pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496, were implemented. Therefore the district has met the increased or improved services requirement.

AA 1 Food Service: Refrigerators & Freezer for additional storage of to-go student meals. Total budgeted funds were $60,000 however expenses are estimated at $51,852. The funds were redirected to action PLL Supplies/Materials School Sites/Students in which an additional $23,689 were increased.

AA 2 Pupil Engagement and Outreach: District Parent Liaison and District Secretary. Used to assist in translating at the District Office and to provide support to students, families, and school sites for the purposes of reengagement, communication, or coordination of resources or services in the district/community. Total budgeted funds were $133,517. However, expenses are estimated at $80,396. The $53,121 were redirected to action IP 4 Staff to Ensure a Safe, secure, and healthy environment.

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

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

After reflecting on the outcomes in the 2019-2020 LCAP it became evident that there is a continued need to provide targeted support to meet the academic needs of our students. In addition, there is also a continued need to provide not only for the safety of our students but for their social and emotional needs, as well. We also have a need to increase our parent and family engagement within the district.

Goal 1-College and Career Readiness
Student achievement data from 2018-19 State assessments and local benchmark data during this current year show an ongoing need to provide a range of student supports in order to achieve academic and language proficiency, particularly for our unduplicated students and students with unique needs. As a school district with 92.8% low -income students and 15.4% English learners, we believe that all of the work that we do and the services we provide must be conducted with the needs of these students in mind. We have seen the need for coherence and consistency of program for all students, regardless of site, classroom or program. We have also affirmed the importance of individual, targeted support based upon identified student need. While the District's core LCAP expenditures benefit all students, actions in the 21-24 LCAP provide targeted programs and services that ensure a high-quality, rich, and engaging instructional program and comprehensive prevention and intervention services for low income, English learners, foster youth, and other at-risk students. The challenges of educating all students online during the COVID-19 pandemic have magnified the need to ensure that robust supports are in place for all students. Goal 1 of the 21-24 LCAP will encompass this priority: Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.

Goal 2-Basic Services
As outlined in the State priority areas, "Basic Services" have been an established requirement in prior LCAPs, and emerges as a key focus area moving forward due to several factors. First of all, the "In-Person Learning" section of the Learning Continuity and Attendance Plan highlights additional classroom configuration and disinfecting requirements to ensure safe and healthy school facilities as students return to in-person learning. While safe, well-maintained facilities have always been a District priority, it is clear that significant resources will need to be allocated to ensure that these high standards continue to be maintained. Also, the "Conditions of Learning" state priority area includes standards implementation, which is facilitated by high-quality, standards-based curriculum across all content areas. We are insuring this by implementing all state standards and by hiring high quality and fully credentialed teachers. Our experience with online learning this school year during the COVID-19 pandemic, the fact that online assessment is now the norm in education, and that the use of technology is an integral part of daily personal and professional life has made it clear that a robust technology infrastructure must be a key component of any educational system. Goal 2 of the 21-24 LCAP will encompass this priority: To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

Goal 3-Parent Engagement

Annual survey data and stakeholder input highlights the need to maintain and continue to strengthen our parent engagement programs to ensure that students and parents have ownership and a deep investment in the educational process. This is first and foremost, as it forms the foundation for meaningful learning. The role of Parent Teacher Home Visits during the pandemic has been critical in reengaging unengaged students, assessing student and family needs, providing direct services, and referring additional supports. COVID-19 has illustrated the importance of providing families with effective, timely, and clear communication. Goal 3 of the 2021-24 LCAP will encompass this priority: Support parents, families and community members' engagement with the education of their child/ren and the students in the Corcoran Unified School District.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	9,670,359.00	9,732,371.00
LCFF	9,406,504.00	9,505,067.00
Title I	263,855.00	227,304.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	9,670,359.00	9,732,371.00
1000-1999: Certificated Personnel Salaries	3,080,960.00	3,209,935.00
2000-2999: Classified Personnel Salaries	1,463,956.00	1,519,931.00
3000-3999: Employee Benefits	1,898,497.00	1,471,793.00
4000-4999: Books And Supplies	333,550.00	282,637.00
5000-5999: Services And Other Operating Expenditures	564,505.00	457,284.00
5800: Professional/Consulting Services And Operating Expenditures	270,225.00	274,525.00
6000-6999: Capital Outlay	975,000.00	1,432,600.00
7000-7439: Other Outgo	1,083,666.00	1,083,666.00
	1,083,666.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	9,670,359.00	9,732,371.00
1000-1999: Certificated Personnel Salaries	LCFF	3,015,690.00	3,127,899.00
1000-1999: Certificated Personnel Salaries	Title I	65,270.00	82,036.00
2000-2999: Classified Personnel Salaries	LCFF	1,463,956.00	1,519,931.00
3000-3999: Employee Benefits	LCFF	1,870,586.00	1,431,884.00
3000-3999: Employee Benefits	Title I	27,911.00	39,909.00
4000-4999: Books And Supplies	LCFF	328,400.00	282,610.00
4000-4999: Books And Supplies	Title I	5,150.00	27.00
5000-5999: Services And Other Operating Expenditures	LCFF	426,206.00	379,177.00
5000-5999: Services And Other Operating Expenditures	Title I	138,299.00	78,107.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	243,000.00	247,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	27,225.00	27,225.00
6000-6999: Capital Outlay	LCFF	975,000.00	1,432,600.00
7000-7439: Other Outgo	LCFF	1,083,666.00	1,083,666.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,297,084.00	5,967,434.00
Goal 2	3,225,651.00	3,677,488.00
Goal 3	147,624.00	87,449.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$6,935,894.00	$6,714,824.00
Distance Learning Program	$5,162,635.00	$5,138,654.00
Pupil Learning Loss	$613,007.00	$636,696.00
Additional Actions and Plan Requirements	$193,517.00	$132,248.00
All Expenditures in Learning Continuity and Attendance Plan	$12,905,053.00	$12,622,422.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,046,238.00	$446,264.00
Distance Learning Program	$1,269,014.00	$1,519,229.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$60,000.00	$51,852.00
All Expenditures in Learning Continuity and Attendance Plan	$2,375,252.00	$2,017,345.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,889,656.00	$6,268,560.00
Distance Learning Program	$3,893,621.00	$3,619,425.00
Pupil Learning Loss	$613,007.00	$636,696.00
Additional Actions and Plan Requirements	$133,517.00	$80,396.00
All Expenditures in Learning Continuity and Attendance Plan	$10,529,801.00	$10,605,077.00

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
Corcoran Joint Unified School District	Rich Merlo Superintendent	rmerlo@corcoranunified.com (559) 992-8888 ext. 1224

Plan Summary [2021-22]

General Information

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

Welcome to the Corcoran Unified School District.   Corcoran, California is a cohesive, small town in an agricultural area of Kings County. Corcoran's population is approximately 23,000 people, which includes approximately 12-13,000 inmates being housed in the two California state prisons located in the outlying area. The prisons and corporate farming support the local economy. Corcoran is a diverse learning community united in a single purpose—realizing its full potential through quality education. The district consists of approximately 3,347 students with 90.36% Hispanic, 91% Socioeconomically disadvantaged, and 15% English Language Learners. Students in the district qualified for a new universal meal program, the "Community Eligibility Provision" (CEP) which is allowing our schools to provide meal service to all students at no change, regardless of economic status. 25% of the parents did not earn a high school diploma, and students are provided Internet access at home, if requested. Educational opportunities in Corcoran include a state-funded Preschool, a K-12 educational program, and an academic adult school to assist people in obtaining an adult school graduation diploma. College of the Sequoias and West Hills Community College are available for Corcoran students to pursue additional educational choices.

The District believes nothing can compete with the positive influences of highly effective teachers and schools. The District refuses to accept low expectations and mediocrity for all students including low-income and underprivileged students. Corcoran Unified School District (CUSD) is an academic setting where children are educated through a collaborative effort among faculty, staff, students, parents, and the community.

Corcoran Unified School District's Vision is to become "A destination district where people are drawn to Corcoran due to the quality, reputation and accomplishments of our students and schools"; while our Corcoran Unified School District's Mission states, "We are relentless

in creating an environment for all to improve mind, character, and body." The 'all' in the Mission statement refers to every employee as well as every student. Our philosophy focuses on the belief that these aspects of education are non-negotiable: respect for everyone at all times, every Corcoran student can and should learn, students are a part of the equation, and every student deserves an advocate.

The District is pleased to offer every student access to high-tech educational tools via the One2One Technology Learning Program. The District has the privilege of being one of just over 100 schools in the nation to have an Apple Distinguished Technology Program. The Corcoran Unified School District schools are united in our effort to provide high-quality educational programs, which promote student success. We aspire to give all of our students a solid academic and social foundation that will send them out into the world feeling confident and well prepared.

The Corcoran community has a reputation for working with one another toward goals that benefit the entire community. Our vision of becoming a "destination district" is becoming a reality thanks to our staff members who work hard to create a positive environment that encourages innovation and personal growth, resulting in a culture of excellence for our students.

Reflections: Successes

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

Corcoran Unified School District is proud of the areas it has over time. The District has seen continuous growth in student achievement in the areas of language arts. Careful planning, research, and strategic decision-making led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including Kagan Cooperative Learning, assessment tools, Universal Access time, credit recovery, intervention programs, and a solid technology infrastructure with our One2One Program all contribute to continuous improvement in English language arts.

In the area of English Language Arts, the CA Dashboard shows a yellow indicator with an average of 38.1 points below standard. This was an increase of 7.8 points from the year prior.

The following student groups earned a blue indicator in English Language Arts which signifies very high rates of achievement with maintained or continued growth:

White: Increased (15.1 points) 13 points above standard

In the College/Career indicator, the CA Dashboard shows a Green Indicator. This indicator explores a percentage of high school graduates who are placed in the "Prepared" level. CUSD's CCI indicator reflects 59.3% prepared. This is an increase of 7% from the year prior.

The following student groups earned a green indicator in College/Career Indicator:

Hispanic: 57.2% prepared (Increased 3.7%)

Socioeconomically Disadvantaged: 55% prepared (Increased 3.7%)

In the Graduation Rate indicator, the CA Dashboard shows a Green Indicator. This information explores the percent of students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. CUSD's performance was 92.6% graduated, an increase of 3.3% from the prior year.

The following student groups earned a green indicator in Graduation Rate:

Hispanic: 92.8% prepared (Increased 1.8%)

Socioeconomically Disadvantaged: 91.3% prepared (Increased 2.4%)

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 Corcoran Unified School District's performance on the California School Dashboard identified several "Red" and "Orange" performance indicators in the 2019 release.

The greatest needs can be identified in the following areas:

ENGLISH LANGUAGE ARTS:

African American (Orange)

Foster Youth (Orange)

Students with Disabilities (Orange)

Foster Youth, Students with Disabilities, and African American groups had a status of Very Low which they increased/increased significantly from the year prior. CUSD will put a greater emphasis on professional development related to content and instructional strategies to support all learners in being successful. In addition, the District is providing more professional development/coaching on the adopted ELA curriculum. Academic Coaches (Action 1.1) will work side by side to plan lessons with teachers, co-teach the lesson, and to provide feedback to improve

the instruction of the lesson and to monitor students' outcomes in the subgroups listed above. Intervention teachers (Action 1.1) and paraprofessionals (Action 1.1) will provide additional supports in ELA for a minimum of 30 minutes a day.

MATHEMATICS:

African American (Orange)

Students with Disabilities (Orange)

Students with Disabilities, and African American groups had a very low status but increased significantly from the year prior. CUSD will put a greater emphasis on professional development related to content and instructional strategies to support all learners in being successful. In addition, the District is providing more professional development/coaching on the adopted mathematics curriculum. Academic Coaches (Action 1.1) will work side by side to plan lessons with teachers, co-teach the lesson, and to provide feedback to improve the instruction of the lesson and to monitor students' outcomes in the subgroups listed above. Intervention teachers (Action 1.1) and paraprofessionals (Action 1.1) will provide additional supports in Math for a minimum of 30 minutes a day.

SUSPENSION RATE:

All Students (Orange)

African American (Orange)

English Learners (Orange)

Foster Youth (Orange)

Hispanic (Orange)

Socioeconomically Disadvantaged (Orange)

Foster Youth and African American groups had very high rates of suspensions but they declined. All students, Socioeconomically Disadvantaged, and Hispanic students had suspension rates that were high but maintained from the year prior. English Learners were medium status but increased from the previous year. School sites will continue to refine their PBIS structures and supports. All sites will revisit their MTSS/RTI models to help support students, specifically those in the Red Performance Levels, in order to decrease Suspension Rates. Sites will continue to work on school climate and school connectedness as well. Some sites are using SEL (Social-Emotional Learning) Curriculum (Action 2.3) to build school connectedness and to increase the school climate. Sites will have Capturing Kids Hearts training designed to foster greater relationships between students and staff.

CHRONIC ABSENTEEISM:

Homeless (Red)

Foster Youth (Orange)

Homeless had a very high status and increased. Foster Youth were high and maintained in numbers. Our Attendance Supervisor is working on convening a group of District personnel to address chronic absenteeism. Monthly collaboration meetings with the sites will be implemented to discuss students who are on the brink of becoming Chronically Truant. An improvement to School Attendance Review Team (SART) meetings will be made in order to include supports to parents before SARB meetings. Staff, such as Behavior Counselors (Action 2.3), Clinicians (Action 2.4), Nurses (Action 2.3), and District Liaison (Action 3.2) will be utilized to assist and support at SART meetings in order to improve attendance at school with an increased emphasis on school to home visits by the SART teams.

LCAP Highlights

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

Corcoran Unified School District (CUSD) has worked closely with stakeholders to identify three goals that will be our focus for the next three years. These goals are:

Goal 1 - Prepare students to become college and career ready: CUSD will provide a comprehensive, high-quality educational program that focuses on student achievement which meets metrics state priority goals 2, 4, 7 and 8. These priorities address implementation of State Standards for ELA and ELD, state assessments, broad courses of study, and pupil outcomes. Students in grades 3-8 took the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Math as reported on the California School Dashboard. ELA's performance indicator reflects Yellow, which is an increase of 8.4 points from the year prior. Math's performance indicator reflects Yellow, which was an increase of 18.6 points. English learner reclassification rate was 9.3%, which we maintained at a similar rate from the prior year. CUSD's College/Career indicator is Green with an increase of 7%. Our Graduation Rate indicator continues to reflect Green with an increase of 3.3% and a graduation rate of 92.6%.

Goal 2 - Ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district: CUSD will ensure students, staff, parents and the community are engaged in our schools and programs which meets metrics state priority goals 1, 5 and 6. These priorities address school facilities, attendance and dropout rates, suspension and expulsion rates, and school safety. Our focus is on providing students with teachers that are appropriately assigned to teach in their subject matter and fully credentialed as measured by CALPADS certified reports. Every pupil will have sufficient access to state standards-aligned, board approved curriculum as measured by quarterly Williams report. School facilities are maintained in Good Repair with all schools receiving an overall score of Good or Exemplary as measured by the Facilities Inspection Tool (FIT) each year. Chronic absenteeism rates declined for

our English Learner and Student with Disabilities subgroups by 0.8% and 4.4% respectively. Suspension rates reflect (Orange) with a maintained of -0.1% as measured by California School Dashboard Fall 2019 report.

Goal 3 - Parent engagement and support: CUSD will continue to provide resources to increase communication between schools, parents, staff, and community which meets metric state priority 3. This priority focuses on parent input in decision making and parental involvement. Parent involvement meetings are offered to all parents/guardians to promote parental participation in programs for all students including unduplicated pupils and individuals with special needs through School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, Special Education and other related meetings including the CUSD LCAP Advisory Committee. LCAP surveys and Parent Involvement Surveys are offered online and on paper to all stakeholders.

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.

N/A

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.

Corcoran Unified School District's process for engaging stakeholders in the in the development of the LCAP includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Stakeholders, and posting the draft LCAP online that allows community members the opportunity to provide feedback.

Annual Surveys:

Parent Survey – Administered online during the month of March (Parents, Guardians, Other Family Members)

The parent survey was sent out to all parents through email, text, social media, phone call, and linked through the district's main. The parent survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 373 parents participate in the survey process annually. Each school and demographic group are equitably represented. Spanish translation was provided for all communications in regards to the survey, including the survey.

Student Survey (Gr 3-12) – Administered online throughout the month of March at school (Pupils)

The student survey is administered at school with all students in grades 3–12. The student survey includes questions related to the academic and social environments at school. Over 2,003 students participate in the survey process annually. Each school and demographic group are equitably represented.

Staff Survey – Administered online throughout the month of March (Teachers, Principals, Administrators, Others School Personnel)

The staff survey is integrated into school staff meetings. Additionally, staff are invited to participate through emails. The staff survey includes questions in the following three constructs: academic environment, social environment, and family engagement. Approximately 229 staff members participate in the survey process annually. Each school, demographic group, and job classification are equitably represented.

Advisory Committees and Groups:

The LCAP Advisory Committee, is comprised of members that represent all stakeholder groups such as teachers, principals, administrators, other school personnel, local bargaining units, and parents, in the Corcoran Unified School District. The committee meets five times during the school year to analyze stakeholder input and state metric results. The committee uses the metric data and stakeholder input to monitor progress towards current LCAP goals, actions, and services and develop updates and revisions. Staff committee members are designated to represent all aspects of the Corcoran Unified School District TK-12 educational system, including teachers, principals, administrators, classified school personnel, local bargaining unit members, English learner program, student services, and intervention programs. Parent

committee members include a School Site Council representative from each school site. Spanish interpretation was provided for all meetings. The LCAP Advisory Committee meetings for the 2020-21 school year were as follows:

September 23, 2020 Meeting

This was an overview meeting of the LCAP and LCFF. It was also a meeting to discuss the LCP and to elicit input from stakeholders for that document.

February 25, 2021 Meeting

Committee members learned about the LCFF model for basic, supplemental, and concentration grants and the eight state priorities for education. The annual LCAP development process was shared and discussed with committee members. The 2020-21 LCAP Goals and Actions were shared and discussed.

March 25, 2021 Meeting

Committee members reviewed and discussed stakeholder input from the previous meetings. Input was elicited from stakeholders on evidence of progress towards goals and suggestions for improvement. An analysis of the "big ideas" and trends in the stakeholder input provided members with evidence to evaluate progress towards goals, actions, and suggestions for improvements and revisions to the annual LCAP update. Data was reviewed from Goal 1 and actions and services pertinent to that Goal.

April 22, 2021 Meeting

Committee members reviewed and discussed Goals 2 and 3. An analysis of the "big ideas" and trends in the stakeholder input provided members with evidence of progress towards goals and actions and recommendations for improvements and revisions to the annual LCAP update.

May 27, 2021 Meeting

Updates on the District's progress on actions and services within the LCAP were shared and discussed with committee members. Committee members reviewed draft goals and actions for the 2021-24 LCAP and made recommendations for adjustments to the goals and actions. Members were notified that the draft would be posted on the district website during the month of June so stakeholders could provide feedback through the online portal. The date and location of this year's LCAP public hearing was also provided.

The District English Learner Advisory Committee (DELAC) is comprised of staff members representing School Site Councils from school sites and parents of English learners representing each school site. Spanish interpretation was provided for all meetings. Committee meetings for the 2020-21 school year were as follows:

August 17, 2020 Meeting

An overview of the LCFF model for basic, supplemental, and concentration grants and the annual LCAP development process was presented to DELAC members. The annual LCAP development process was shared and discussed with DELAC members. Members also had an opportunity to provide input on the LCP.

February 22, 2021 Meeting

DELAC members learned about the LCFF model for basic, supplemental, and concentration grants and the eight state priorities for education. The annual LCAP development process was shared and discussed with committee members. The 2020-21 LCAP Goals and Actions were shared and discussed.

March 22, 2021 Meeting

DELAC members reviewed and discussed stakeholder input from the previous meetings. Input was elicited from stakeholders on evidence of progress towards goals and suggestions for improvement. An analysis of the "big ideas" and trends in the stakeholder input provided members with evidence to evaluate progress towards goals and actions and suggestions for improvements and revisions to the annual LCAP update. Goals 1-3 and Actions were reviewed with DELAC members.

May 24, 2021 Meeting

Updates on the District's progress on actions and services within the LCAP were shared and discussed with committee members. DELAC members reviewed draft goals and actions for the 2021-24 LCAP and made recommendations for adjustments to the goals actions. Members were notified that the draft would be posted on the district website during the month of June so stakeholders could provide feedback through the online portal. The date and location of this year's LCAP public hearing was also provided.

May 28, 2021 SELPA Consultation

SELPA Director, Rebecca Jensen, provided feedback on all LCAP goals and how they addressed the needs of Students with Disabilities. Feedback was provided for Goal 1, to address academic progress of Students with Disabilities in the areas of Language Arts and Mathematics. A suggestion was made to desegregate data further to identify specific learning disabilities and to rule out Speech and Language Impairment progress versus progress of students with Cognitive Disabilities. Specific feedback for Goal 1, Action 1.7 CTE

progress was to monitor the amount of Students with Disabilities who participate and complete pathways, in addition to preparing students to enter college and/or the workforce.

CUSD Board of Trustees - LCAP Public Hearing

Date held: June 8, 2021, 6:00 PM

Corcoran Unified School District Board Room

1520 Patterson Ave.

Corcoran, CA 93212

A Public Hearing notification was posted at least 72 hours prior to the Board of Trustee Meeting at all school locations, local community newspaper, on the district website, and in the district office lobby.

CUSD Board of Trustees- LCAP Submitted for Approval

Date held: June 22, 2021, 6:00 PM

Corcoran Unified School District Board Room

1520 Patterson Ave.

Corcoran, CA 93212

A summary of the feedback provided by specific stakeholder groups.

LCAP Student Surveys: Big ideas/trends that emerged from the LCAP Student surveys were:
- New facilities are nice, especially the new building at the high school
- Great to see the number of students going to college after high school
- All staff (teachers, counselors) are trying hard to support students at school
- Fortunate to have the amount of technology in our district
- Improve supports for students who are struggling academically
- Would like to see an increase of positive adult interactions with students
- Would like to see a connection between the classroom and real world experiences
- Focus on emotional, physical, and mental health of students
- Improve cafeteria food
- Increase safety measures and set clear consequences for student behavior

LCAP Family/Community Surveys: Big ideas/trends that emerged from the LCAP Family/Community surveys were:

- District has quality teachers and staff
- There is good communication, but it can be improved at all levels
- There is good support with technology
- Device accessibility by students thanks to the One2One program is great
- Would like to see an increase in providing timely information about academic progress
- Increase assistance/support for students who are struggling or are accelerated
- Connect classrooms to real world experiences and making it engaging and motivating
- Continue to create a welcoming environment with approachable administration, teachers, and staff (all levels)

LCAP Staff Surveys: Big ideas/trends that emerged from the LCAP Staff surveys were:

- Staff care about students and work to build relationships with them
- Have support with technology for students and staff
- Happy with our One2One program
- Supports provided to students for socio-emotional and mental health services were helpful
- Increase communication at all levels
- Increase socio-emotional and mental health supports
- Improve supports for students who are struggling academically

Local Bargaining Units: Big ideas/trends that emerged from the local bargaining units were:

- Safety
- College readiness program at the middle and high school level (AVID)
- Providing parent workshops to support student learning (i.e. technology, place for students to work at home, homework support)

Advisory Committees and Groups: Big ideas/trends that emerged from Advisory Committees (Parents, Teachers, Administrators, Principals, Local Bargaining Units, Other School Personnel) and groups were:

- Providing after school tutoring
- Extra support for students and parents, especially in mathematics
- Safety protocols for students and staff, especially if returning to in-person instruction
- Hiring of high-quality teachers
- Happy with services being provided at this time
- Expressed the level of satisfaction with technology in the classrooms, especially having a One2One program
- Satisfied with Wi-Fi connectivity, especially with remote learning, though there were technical issues intermittently

Online Public Review and Comment:

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

For Goal 1: College and Career Readiness

All stakeholders have expressed a concern for student learning loss. Paraprofessionals and support staff has been addressed in Goal 1, Action 1.1. The Action also addresses interventions, monitoring and in-class supports. Therefore, Goal 1, Action 1.1 is a result of input from teachers, parents, administrators, and students as they requested instructional assistance in the classroom, interventions, and in-class supports.

Our DELAC continue to ask that we continue with our services to our EL students who are also embedded in our Goal 1, Action 1.1. They also ask that our technology continues to be a priority so that learning may continue in any type of platform or circumstance. Services to technology are written in Goal 1, Action 1.7. The request of our DELAC and Goal 1 Action 1.1 and Goal 1, Action 1.7 were a result of the feedback provided by our DELAC parents.

Our LCAP Family/Community Surveys and Student Surveys both have as their top selection "Connect Classroom to Real World Experiences." One of the ways we try to do this is by increasing our CTE pathways. Goal 1, Action 1.6 includes various positions that connect students to possible careers, trainings in specific fields, and courses that may lead to employment and/or postsecondary study. In the LCAP Staff Survey, the request has been repeatedly made to lower class sizes. Therefore, we are maintaining K-3 class size reduction in Goal 1, Action 1.3. Therefore, Goal 1, Action 1.6 and Goal 1, Action 1.3 were a result of feedback from teachers parents, administrators, and students who requested connections to real world experiences and lower class sizes.

For Goal 2: Safety for All Staff and Students

While stakeholders agree appropriately credentials and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this. Parent advisory committees, such as DELAC, have expressed their satisfaction with the quality of teachers in the classroom and the services students are receiving. They continue to ask for this level of commitment from the district when hiring new teachers.   Student surveys mentioned the need for mental health and social-emotional supports. This is provided in Goal 2, Action 2.3 and Action 2.4 with behavior counselors and mental health clinicians. Stakeholders also continue to ask for continued safety protocols at all schools, which can be seen in Goal 2, Action 2.2 with services being provided such as, but not limited to, campus security, yard supervisors, campus security, and the district Safety/Security Coordinator. Therefore, Goal 2 Action 2.2, Action 2.3, Action 2.4 were all a result of feedback from teachers, parents, administrators, and students as they requested increased supports for mental health, social-emotional supports, counselors, and safety protocols at school sites.

For Goal 3: Parent Engagement

Our stakeholders continue to ask for communication at all levels and with student academic progress. The District is supporting this through Goal 3, Action 3.1 with AERIES and ParentLink. In addition, DELAC parents have requested that the Parent Liaison position continue as a service, as it is an important part of the communication process between the schools and the parents. This is written in as Goal 3, Action 3.2. Therefore, Goal 3, Action 3.1 and Action 3.2 were results of feedback from teachers, parents, administrators, and students as they each requested increased levels of communication at all levels.

Goals and Actions

Goal

Goal #	Description
1	Students will receive a broad course of study and a rigorous academic educational program that builds towards college and career readiness.

An explanation of why the LEA has developed this goal.

The following goal was created in line with the core values, vision and mission of the Governing Board and District. The number one goal, "Raising Academic Achievement for All Students," has been designated by the Governing Board in line with the core mission of Corcoran Unified School District. The District has chosen growth for all students in academic achievement by the growth in percentages of students grades 3-8 and 11 who demonstrate proficiency in California Assessment of Student Performance and Progress, (CAASPP). The CAASPP measures academic standards and skills that have been created and developed to meet the long-term needs and goals for students to be proficient in college and career. The use of the CAASPP as a measurement tool for academic achievement collectively drives our work and helps set our goals and meet the academic growth needs for all students. The District has developed this goal because the data from the Dashboard indicates that 3 of 7 student groups are in the Orange category and 2 of 7 student groups are in the Orange category. In addition, Metrics- Local Benchmarks under Priority 8-Other Pupil Outcomes, indicate that our students need a rigorous academic educational program that builds towards college and career readiness. Our passing scores in the All Student group in ELA with our Local Benchmark were as follows:

K-1 All: 42%

2-3 All: 12%

4-5 All: 27%

6-8 All: 22%

9-12 All: 38%

In Math, our Local Benchmark scores were the following:

K-1 All: 43%

2-3 All: 16%

4-5 All: 16%

6-8 All: 35%

9-12 All: 16%

Corcoran Unified School District also believes in delivering a well-rounded education for all students. In the LCAP Surveys administered to Families, teachers, Principals, Administrators, other school personnel, and pupils, 84.1% of those who responded agreed that the district prepares students for the next grade level and for college, career, and to be successful in life. Therefore, providing music, PE, electives, CTE pathways, and field trips, are not only ways of providing a broad course of study, but also a way of preparing students to be college and career ready, as requested by our stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 2: Implementation of SBE adopted content and performance standards	Met is indicated by a Rubric Score of "4-Full Implementation" in each area: 1. PD for Teaching to Standards 4-Full Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 4-Full Implementation				Maintain a Rubric Score of at least a "4-Full Implementation" in each area: 1. PD for Teaching to Standards 4-Full Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 4-Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool				4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation Local Indicator Tool Priority 2: Implementation of State Standards Self Reflection Tool
Metrics State Priority 2: Programs/Services enable ELs to access CA and ELD Standards	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2020-21 Master Schedule)				100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)
Metrics State Priority 4: Statewide Assessments	CAASPP-ELA				CAASPP-ELA: Overall: All Students Performance Level: "Green" or "Blue" on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(ELA Academic Indicator) All students Subgroups	Overall: All Students Performance Level: Yellow English Learners: EL Students Performance Level: Yellow Socio-Economically Disadvantaged: SED Performance Level: Yellow Hispanic: Hispanic Students Performance Level: Yellow White: White Students Performance Level: Yellow African American: African American Performance Level: Orange Students with Disabilities: SWD Performance Level: Orange				the California School Dashboard English Learners: EL Students Performance Level: "Green" or "Blue" on the California School Dashboard Socio-Economically Disadvantaged: SED Performance Level: "Green" or "Blue" on the California School Dashboard Hispanic: Hispanic Students Performance Level: "Green" or "Blue" on the California School Dashboard White: White Students Performance Level: "Green" or "Blue" on the California School Dashboard African American: African American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard (Fall 2019)				Performance Level: "Green" or "Blue" on the California School Dashboard Students with Disabilities: SWD Performance Level: "Green" or "Blue" on the California School Dashboard
Metrics State Priority 4: Statewide Assessments (Math Academic Indicator) All students Subgroups	CAASPP-Math Overall: All Students Performance Level: Yellow English Learners: EL Students Performance Level: Yellow Socio-Economically Disadvantaged: SED Performance Level: Yellow Hispanic: Hispanic Students Performance Level: Yellow				CAASPP-Math: Overall: All Students Performance Level: "Green" or "Blue" on the California School Dashboard English Learners: EL Students Performance Level: "Green" or "Blue" on the California School Dashboard Socio-Economically Disadvantaged: SED Performance Level: "Green" or "Blue" on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: White Students Performance Level: Yellow African American: African American Performance Level: Orange Students with Disabilities: SWD Performance Level: Orange Dashboard (Fall 2019)				the California School Dashboard Hispanic: Hispanic Students Performance Level: "Green" or "Blue" on the California School Dashboard White: White Students Performance Level: "Green" or "Blue" on the California School Dashboard African American: African American Performance Level: "Green" or "Blue" on the California School Dashboard Students with Disabilities: SWD Performance Level: "Green" or "Blue" on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 4: EL's making Progress towards English proficiency-ELPAC English Learner Progress Indicator	EL's making Progress towards English proficiency ELPAC 51% made growth Dashboard (Fall 2019)				EL's making Progress towards English proficiency ELPAC 55% made growth
Metrics State Priority 4: EL Reclassification Rate	EL Reclassification data: 9.3% Dataquest (2020-21)				EL Reclassification data: 11%
Metrics State Priority 4: AP Exam pass rate Percent of pupils that pass AP exams with a score of 3 or higher (Corcoran High School)	0%* Dataquest (2019-20) To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students.				AP Exam pass rate : 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.				
Metrics State Priority 4: EAP Exam: Corcoran High School CAASPP	EAP: 51.98% Reported 3 or higher for the 11th grade CAASPP CAASPP (2018-19)				EAP: 55% Reported 3 or higher for the 11th grade CAASPP
Metrics State Priority 4: A-G completion: Corcoran High School CCI Indicator	Students who completed A-G requirements: 58.4% Dashboard (2020-21)				Students who completed A-G requirements: 65%
Metrics State Priority 4: CTE Programs: Corcoran High School	Percent of pupils who completed CTE Pathway: 23.8%				Percent of pupils who completed CTE Pathway: 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCI Indicator	Dashboard (2020-21)				
Metrics State Priority 4: Students who complete both A-G requirements and CTE Pathways CCI Indicators	Metrics State Priority 4: 41.1% Dashboard (2020-21)				Students who complete both A-G requirements and CTE Pathways: 60%
Metrics State Priority 7: A. Students have access to a broad course of study B. Programs and Services provided to unduplicated pupils C. Programs and Services provided to individuals with exceptional needs	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music				7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music				EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education AERIES (2020-21)				100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education
Metrics State Priority 8: Local Benchmark Inspect Assessment-ELA A. All Students B. EL Students	Met or Exceeds Standards on Local Benchmark Assessment-ELA K-1 All: 42% K-1 EL: 30% 2-3 All: 12% 2-3 EL: 6% 4-5 All: 27% 4-5 EL: 13% 6-8 All: 22% 6-8 EL: 7%				A. Increase the percentage of CUSD students meeting or exceeding standards by 10% B. Increase the percentage of CUSD EL students meeting or exceeding standards by 10% School City (2023-24)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9-12 All: 38% 9-12 EL: 17% School City (2020-21)				
Metrics State Priority 8: Local Benchmark Inspect Assessment-Math A. All Students B. EL Students	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 43% K-1 EL: 37% 2-3 All: 16% 2-3 EL: 9% 4-5 All: 16% 4-5 EL: 0% 6-8 All: 35% 6-8 EL: 16% 9-12 All: 16% 9-12 EL: 4% School City (2020-21)				A. Increase the percentage of CUSD students meeting or exceeding standards by 10% B. Increase the percentage of CUSD EL students meeting or exceeding standards by 10% School City (2023-24)

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Support for Student Learning	Staff to support general and special education teachers with program implementation, teacher coaching, professional development, instruction, data collection, intervention, and progress monitoring for students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. Staff includes: Intervention teachers, Academic Literacy Coaches, EL teachers, ELL District Coach, paraprofessionals, Learning Directors and resource teachers.	$3,502,329.00	Yes
2	1.2 Academic Counselor	Academic Counselor support students who face barriers to academic achievement by: • Monitoring progress using an early intervention screener. • Coaching students in developing goals and assessing their progress. • Collaborating with colleagues to address barriers to academic success. • Facilitating intervention supports and referrals to the Student Study Team (SST). • Assisting with outreach efforts for families to remove barriers to school participation.	$108,250.00	Yes
3	1.3 Class Size Reduction (K-3)	Reduce class size in the primary grades to 24:1. These teachers would be selected from Bret Harte and John C. Fremont School.	$3,774,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	1.4 Broad Course of Study	To ensure access to a broad course of study that includes performing arts, STEM (Science/Technology/Engineering/ Math) activities, health and nutrition, and physical education for all students. Our middle school provides access to outdoor education for a week for all students that supports science in the natural world.	$442,254.00	Yes
5	1.5 Library Programs	School library clerks implement literacy programs and ensure access to supplemental resources which meet diverse needs, build engaging environments, and encourage involvement with school libraries.	$314,462.00	Yes
6	1.6 Career and Technical Education (CTE) Pathways and Programs	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Patient Care Pathway (CNA, EMR/EMT), Ag. Mechanics Pathway, Animal Science Pathway, Art Pathway, Education Pathway, Games & Simulation Pathway, Business Pathway, and Fashion Pathway.	$626,599.00	Yes
7	1.7 21st Century Technology and Services	District provides access to 21st Century technology and digital integration to support all students' skills through: • Wireless infrastructure with sufficient wireless access points. • Procurement, maintenance, and replacement of Apple devices for every student (iPads: TK-Grade 8 and MacBook-Grade 9-12). • Technology support staff who provide support for staff and student devices, update devices, and maintains technology equipment for every site.	$1,013,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	1.8 Illuminate Software	Software used to provide assessments and information data for the use of monitoring and assessment of all students. Used to drive instructional decision and interventions assistance at the school sites.	$27,847.00	No
9	1.9 Professional Development for Staff	Provide professional development that supplements the core and supports instruction. It aligns with the Districts Learning Plan. Training supports the efforts to increase the achievement of unduplicated pupils, instructional practices, intervention strategies, integrated/designated English Language Development, and federal/state program compliance.	$15,000.00	No
10	1.10 TCOE Education Resource Services Library and Multimedia Center	ERS provides services such as: • Assisting school site personnel on library media center issues and the development of library leadership teams • Training new teacher librarians, library aides, school personnel, and Local District staff • Providing staff development for elementary and secondary personnel • Supporting and maintaining Destiny and the Digital Library consisting of paid and free online content • Coordinating school issues such as library media center schematics, collection development, weeding, and staffing • Advising schools regarding modifications of library media centers • Evaluating library books, selecting and developing collections, and cataloging • Assisting in the development of California Model Library Standards-based courses and lessons • Training, reviewing, and providing information for library-related grants and funding sources	$35,678.00	No

Action #	Title	Description	Total Funds	Contributing
11	1.11 Homeless/Foster Services	Provide materials, supplies, transportation, other needs and services to homeless and foster youth. These services are to support the needs students may have during the year in order to be ensure academic stability and success.	$5,150.00	No
12	1.12 Capturing Kids Hearts	CKH is an evidence based program that has proven to improve 5 indicators of school performance: fewer discipline referrals, improved attendance, higher teacher satisfaction, higher student achievement, and lower dropout rates. All administration, teachers, staff will be provided a sequence in training, mentoring, coaching to support and build a systemic process on a campus with a sense of loyalty, belonging, and enthusiasm for learning.	$139,000.00	No
13	1.13 New Teacher Induction	New teachers will receive induction support for two years and will clear their credentials through the induction programs. Interns will also receive mentors. Mentors with NTI and Intern programs will support interns with classroom management, lesson planning, strategies that support EL learners and students with special needs, District initiatives, policies, compliance, and perform classroom observations that will help support the NTI requirements, the teacher, or their classroom instruction.	$103,123.00	No
14	1.14 Ellevation Subscription	Ellevation allows classroom teachers, support staff and administrators to see test results, proficiency levels, student progress, all in one place. It is used for the group to easily collaborate, share tips and advice with staff working with EL students. Ellevation Strategies enables the classroom teacher to choose supplemental supports for their content area.	$11,340.00	No

Action #	Title	Description	Total Funds	Contributing
15	1.15 Rosetta Stone	Rosetta Stone is a technology-based language-learning program that improves the education of Limited English Proficient (LEP) students by helping them learn English and meet the same academic standards as their English-speaking peers. Rosetta Stone is used with our Newcomer EL students beginning in 2nd grade to supplement and support Integrated and Designated ELD services.	$19,617.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district.

An explanation of why the LEA has developed this goal.

Corcoran Unified School District developed this goal because the district understands the importance of having a clean and well-maintained school environment for students. The aesthetics of the school along with a positive and nurturing climate affect the welcoming atmosphere and connectedness a student may have towards the schools. In having a positive, safe, and welcoming environments, suspension and expulsion rates have decreased, as measured by either the CA Dashboard or Dataquest. Over the past 3 years, Suspension Rates have declined from Fall 2017 Dashboard rates at 5.7% to Fall 2019 rates at 5.4%. The District has seen Expulsion Rates fluctuate from 0.30% in DataQuest to 0.39% in normal years.   24.4% of students on the LCAP 6-12 Survey responded that facilities such as cleaner bathrooms, classrooms, and playgrounds at school improve the learning experience. 7% of Staff and Parents believe that the condition of school facilities are important to the learning improvement. The responses to these questions played a role in developing and maintaining this goal.

Furthermore, the district has experienced a decrease of chronic absenteeism rates, especially with our Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, and White subgroups. Students with Disabilities declined 4.4% and moved from Red status to Yellow. English Learners declined 0.8% and improved to Green status. The Hispanic student group declined 0.7%. Socioeconomically Disadvantaged student group declined 0.7% and the White student group declined 3%. The Hispanic, Socioeconomically Disadvantaged and White student groups all moved from Orange status to Yellow. This decline of chronic absenteeism rates reinforces the need for continuing Goal 2 as described above.

Besides school environments, there are other barriers that the district has identified which may impact student learning. In developing this goal, the district was mindful of students' health and wellness and overall well-being. This was important in providing resources to access the types of health and social/emotional supports that would reduce these barriers to learning. 30.3% of Students, Staff, and Parents/Families responded that Social-Emotional supports are needed to improve student learning. 15.7% of Students, Staff and Parents/Families responded that Counselors are also needed to help support learning. These are two supports that will help reduce the barriers that the District has identified as barriers that are impacting student learning, especially now after COVID-19. In developing this Goal, the District was mindful of the stakeholder's requests for supports that are needed to improve learning, potential barriers, and the need to support the overall well-being of the student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 1: A. Teacher Credentialing Status Percentage of teachers fully credentialed B. Teacher Assignment • Number of teachers misassigned	A. Fully Credentialed 2020-21: 100% B. Misassigned 2020-21: 1 School Accountability Report Card (SARC)				A. Fully Credentialed 2023-24: 100% B. Misassigned 2023-24: 0
Metrics State Priority 1: Instructional Materials Sufficiency Percentage of students with access to board-adopted instructional materials	Pupil access sufficient instructional materials 2020-21: 100% School Accountability Report Card (SARC)				Pupil access sufficient instructional materials 2023-24: 100%
Metrics State Priority 1: Facilities Condition	School Facilities in at least 'good repair': 2020-21: 100%				School Facilities in at least 'good repair': 2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of schools where facilities will meet the 'good repair' standards on the Facilities Inspection Tool (FIT)	School Accountability Report Card (SARC)				
Metrics State Priority 5: Attendance Rates	Attendance Rates: 94.36% CALPADS (2019-20)				Attendance Rate: 96%
Metrics State Priority 5: Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days	Chronic Absenteeism Rates: 11.5% Chronically Absent CA Dashboard (Fall 2019)				Chronic Absenteeism Rates: 10% Chronically Absent
Metrics State Priority 5:	Middle School Dropout Rates:				Middle School Dropout Rates:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop-out Rate Percentage of students who dropped out of prior to completing 8th grade last year	0.4% Source: CALPADS Reporting (District Analysis)				0%
Metrics State Priority 5: High School Drop-out Rate Percentage of students in the 4-year adjusted cohort who drop out of high school	High School Dropout Rates: 3.9% Source: CDE Dataquest Reporting				High School Dropout Rates: 2.5%
B. Metrics State Priority 5: E. Graduation Rate Percentage of students who received a High School Diploma within 4 or 5	High School Graduation Rates: 93.5% CA Dashboard (Fall 2020)				High School Graduation Rates: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
years of entering 9th grade					
Metrics State Priority 6: A. Suspension Rate Percentage of students suspended 1 or more times during the school year Source: California School Dashboard	Suspension Rates: District: 5.4% Suspended at least once CA Dashboard (Fall 2019)				Suspension Rates: District: 5% Suspended at least once
Metrics State Priority 6: B. Expulsion Rate Percentage of students expelled at any time during the school year	Expulsion Rates: 2018-19: 0.39%- Regular/Full Year 2019-20: 0.09% Source: CDE Dataquest				Expulsion Rates: 2023-24: The District's expulsion rate will be below 0.39%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 6: C. School Climate Survey Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)	2019-20 CA Healthy Kids Survey School Connectedness- Elementary: 55%* 6-12: 45%* School is a Safe Place- Elementary: 50%* 6-12: 48%* Staff: 93%* 2020-21 Local Climate Survey (LCAP): School Connectedness- Elementary: 84%* 6-12: 79%* Safety- Elementary: 89.9%* Feel School is safe 6-12: 84.5%* Feel Safe at School				2023-24 CA Healthy Kids Survey Increase student responses by 10% in School Connectedness and "School is a Safe Place". Maintain positive staff responses above 90% in the area of "School is a Safe Place." 2023-24 Local Climate Survey: The percentage of students who agree or strongly agree with feeling connected to school on the LCAP Elementary Survey and LCAP 6-12 Survey will be 80% or more. The percentage of students who agree or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Staff: 93.9%* Feel school is a safe place for students to learn Staff: 88.2%* School is a Safe Place for Staff for Work Family: 89.3%* School is a Safe Place for Students to Learn * % reflect the amount of respondents who Strongly Agree/Agree with each area/statement				strongly agree with the statement, "Feel School is safe" on the LCAP Elementary Survey and LCAP 6-12 Survey will be 80% or more. The percentage of staff who agree or strongly agree with the statement, "Feel school is a safe place for students to learn" on the LCAP Staff Survey will be 80% or more. The percentage of staff who agree or strongly agree with the statement, "School is a Safe Place for Staff for Work" on the LCAP Staff Survey will be 80% or more. The percentage of family/parents who agree or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					strongly agree with the statement, "School is a Safe Place for Students to Learn" on the LCAP Family Survey will be 80% or more.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Facility Maintenance and Improvements	District and school administrators annually update safety plans and oversee facility maintenance and improvements. In conjunction with the CBO and MOT, a plan is developed to maintain facilities, expand, and make improvements to the sites on an ongoing basis.	$1,500,000.00	Yes
2	2.2 Safe Environments	The district promotes the safety of students by provide assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. The middle school and high school are provided additional campus security, while all schools are monitored by security cameras to ensure the safety of all students at all times. Emergency Drill and safety training is provided for staff and students at each site by our Safety/Security Coordinator. Additionally, the safety needs of the district are addressed throughout the year with the help of a canine, as needed.	$425,775.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	2.3 Student Well-being	The district will provide wrap-around health services for students' well-being centered around the District's Mission, "We are improvement driven - Mind, Character, and Body." Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Next in line are the behavior counselors who provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. They help promote positive school climate by encouraging positive student behaviors. Finally, a positive school climate is established with help and support of all staff with the implementation of a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline.	$1,178,498.00	Yes
4	2.4 Mental Health Services	District wide mental health personnel for diagnosing and addressing student behavior and implementing a treatment plan.	$217,040.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Support parents, families and community members' engagement with the education of their child/ren and the students in the Corcoran Unified School District.

An explanation of why the LEA has developed this goal.

Corcoran Unified School District developed this goal because the district is committed to the belief that family engagement is an important determinant in whether a student is successful in school. The district developed this goal because there is a need to involve parents, families, and guardians in the education of their children, per sign-ins or attendance at various activities and meetings held throughout the school year. Parents at advisory committees have expressed the need for information and training to help their children achieve at school. These topics vary depending on the grade level and needs of the school site. In addition, the district understands the importance of working alongside parents in the decision-making process at the school-site and district levels. The LCAP Family/Community Survey had 87.4% of parents who responded agree or strongly agree that they were given the opportunity to provide input on decisions.

Under this goal, Corcoran Unified School District would like to continue to increase the amount of parent, family and community members' engagement in their child/ren's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metrics State Priority 3: A. District seeks parent input in decision making at the district and each school site	Parents/Community Members who responded to the survey: 373 LCAP Parent/Community Survey (2020-21)				Parents/Community Members who responded to the survey: 600

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parents/guardians/community members responding to school input surveys					
Metrics State Priority 3: B. District promotion of parental participation: Unduplicated pupils and Percentage of parents invited to participate in meetings and/or activities	Percentage of parents/guardians of unduplicated pupils: 100% invited Source: ParentLink				Percentage of parents/guardians of unduplicated pupils: 100% invited
Metrics State Priority 3: C. District promotion of parental participation: Individuals with exceptional needs	Percentage of parents/guardians of individuals with exceptional needs: 100% invited Source: ParentLink				Percentage of parents/guardians of individuals with exceptional needs: 100% invited

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of parents invited to participate in meetings and/or activities					

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Communication Software	To provide parents/guardians full access to student daily academic and attendance records. This will increase the availability of student data to parents offering timely communication of student academic progress and achievement.	$38,173.00	Yes
2	3.2 Home/School Connection	The district's Secretary II and District Liaison provide translation services to support a wide range of communication efforts between the district and families. Site staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The District Liaison also facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. Funding also provides for staff/parent training, materials, and compensated time for the District Liaison to engage in visits and follow-up activities.	$137,910.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
43.53%	$12,408,724

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.

Action 1.1 Support for Student Learning
These actions have been carried over from the prior LCAP, and these specific actions have been determined to be effective through the analysis of student performance data, which has led to continuous improvement in student outcomes and stakeholder feedback. Students have increased in CAASPP performance from prior year.

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In CAASPP-ELA, the difference is 33.41% for English learners and 2.07% for low-income students while in CAASPP-Math the performance difference is 21% for English learners and 1% for low-income students. In order to address this condition of our unduplicated students, we will continue to provide Academic Literacy Coaches at each site to support instruction; Intervention Teachers to support the MTSS/RTI efforts at their respective school sites; paraprofessionals to support small group instruction in ELA or mathematics; and Resource Teachers to provide instructional support. In addition, we will continue to provide our middle and high school with EL teachers to provide Designated ELD time to our English learners, who collaborate with core teachers, and support them by providing instructional strategies to meet the needs of our EL students. LEA-wide we will continue to provide an ELL District Coach to support teachers and coaches with training and EL instructional strategies for their classrooms. This will help EL students gain English proficiency.

These actions are being provided on an LEA-wide basis and we expect that all students that need supports for student learning will benefit. However, because of the lower performance rate of the unduplicated pupils, we expect that the lower performance rate of the unduplicated pupils will increase significantly more than the average performance rate of All Students group (37.79% ELA/23.64%-Math).

Action 1.2 Academic Counselor
This action has carried over from the last LCAP and has been determined to be effective through stakeholder input and survey responses. This holds value to academic programs, college and career readiness, and real world experiences. There has been a small decrease of students completing a-g requirements from the year prior.

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students were meeting the a-g requirements at lower rates. Our EL students were meeting them at 36.4%, our low-income at 56.8% compared to our All students group at 58.4%. The Foster Youth group did not have a score due to their size. In order to address the condition of our unduplicated students, we will continue to provide an Academic Counselor to support students who face barriers to academic achievement. The Academic Counselor will coach students in developing goals and assessing their progress. This person will also help increase support and referrals to the STAR team to address barriers.

These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the lower rates of unduplicated pupils completing a-g requirements, we expect that the number of unduplicated students completing a-g requirement will increase significantly more than the Overall Student group (58.4%).

Action 1.3 Class Size Reduction (K-3)
This action was carried over from the last LCAP and has been determined to be effective through stakeholder input and survey responses. 45% of Staff responses and 33% of Family/Community responses believe this action has a big impact on students' learning and request that it remains a priority in the LCAP.

After assessing the needs of our unduplicated students, we determined that they need additional supports in English language arts and reading. English learners' local benchmark Assessment scores are 19.8% in ELA and 25.4% in Math. Low-income students are 26% in ELA and 27.7% in Math. This is compared to the All Student group of passing rates of 26.7% in ELA and 28.9% in Math. In order to address this need for our unduplicated students, we will be reducing classroom sizes at K-3 at Bret Harte and John C. Fremont Schools. Smaller classroom sizes will allow students to receive more individualized attention and interact more with the teacher. It will also allow teachers to have more flexibility to use different instructional approaches and to use personalized instruction during the day.

These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the significantly lower classroom sizes, and because the actions meet the needs most associated with small group instruction and experiences of smaller class ratios, we expect the reading performance levels for our unduplicated pupils will increase significantly more than the average reading performance levels of the All Student group.

Action 1.4 Broad Course of Study
These actions were carried over from the last LCAP and have been determined to be effective through the analysis of student performance data, which has led to continuous improvement in student outcomes and stakeholder feedback regarding the importance of music, performing arts, science, physical education, and health and nutrition. 37.5% of Family's, 44.5% of Staff and 44.3% of Students who

responded to the LCAP Survey believe that electives and extracurricular activities, which include music, performing arts, PE, and health and nutrition, are important actions to improve or increase the learning experience at school.

After assessing the needs of our unduplicated students, we determined that they will continue to require enrichment opportunities that provide a broad course of study for students in K-8th grades. Low-income students, English Learners, and Foster Youth may lack the resources necessary to experience and courses of study that have shown to improve student engagement, increase academic performance, and influence motivation. The actions and services provided in Action 1.4 were developed to support our unduplicated pupils by providing them with a well-rounded or broad course of study in mind. In order to address this need for our unduplicated pupils, we will continue to provide a K-5 music teacher, a K-5 PE teacher, a STEM teacher at the middle school, and we will continue to fund the outdoor excursion trip in 6th grade. 100% of our unduplicated pupils have access to the core and to music, performing arts, science, PE, and health and nutrition starting at Kindergarten in our district. We understand the value of a well-rounded education for all students that includes the core program and various electives.

These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because the actions meet the needs of the unduplicated pupils, we will expect a response rate from our LCAP 6-12 Student Survey (90.9%) and our LCAP Family/Community Survey (78.8%) to maintain or reflect an increase in responses that our schools provide enrichment/elective opportunities for our students.

Action 1.5 Library Programs
This action was carried over from the prior LCAP, and this specific action has been determined to be effective through the analysis of student performance data, which has led to continuous improvement in student outcomes in the ELA CAASPP. Students have increased in CAASPP performance from prior year.

After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In ELA, the difference is 33.41% for English learners and 2.07% for low-income students. In order to address this condition of our unduplicated students, we will continue to provide school library clerks to implement literacy programs and to ensure access to supplemental resources to meet diverse needs, build engaging environments, and encourage involvement with school libraries.

These actions are being provided on an LEA-wide basis and we expect that all students that need supports for student learning will benefit. However, because of the lower performance rate of the unduplicated pupils, we expect that the lower performance rate will increase significantly more than the average performance rate of All Students group (37.79% ELA).

Action 1.6 Career and Technical Education (CTE) Pathways and Programs
These actions were carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. 17.6% of Family's, 17.9% of Staff and 22% of Students who responded to the LCAP Survey believe that electives and extracurricular activities, which include CTE Pathways, are important actions to improve or increase the learning experience at school.

After assessing the needs of our unduplicated students, we determined that they will continue to require these services as they play an important role in their education. 100% of our unduplicated pupils have access to these CTE pathways during their enrollment at Corcoran High School. In order to address this need for our unduplicated pupils, we will continue to provide a CTE coach to continue scheduling and coordinating our CTE pathways; a work-based coordinator to support students with job placements while they are in high school; high school ag teachers for the CTE Ag Mechanics Pathway and Animal Science Pathway; an Ag Farm maintenance worker to tend to the farm while students are in school; and providing Valley ROP services to continue the Patient Care Pathway. These services will help increase services to unduplicated pupils and help them to connect with real world experiences.

These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because the actions meet the needs of the unduplicated pupils, we expect that their enrollment levels in these pathways will be significantly higher than those of the All Student group

Action 1.7: 21st Century Technology and Services
These actions were carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. 21.4% of Family's, 10% of Staff and 19.9% of Students who responded to the LCAP Survey believe that technology is important to support instruction. In addition, stakeholders, such as parents of EL students at our DELAC meetings, have provided substantial feedback regarding the benefits of our One2One program, especially during the COVID-19 shutdown. During these meetings, it was requested that we continue to replenish and update our technology to keep up with the latest upgrades and infrastructure to meet the needs for connectivity at any given time.

After assessing the needs, conditions, and circumstances of our unduplicated students, we determined that they will continue to require these services as they play an important role in their education. Low-income students, English Learners, and Foster Youth have needs for instructional supports that go beyond what other students need. Therefore, the needs of these students are considered first as services were developed. Providing our low-income students, English Learners, and Foster Youth students with access to technology, technological resources, and internet removes barriers to academic achievement and to a broad educational program that exists for unduplicated pupils. In order to address this need for our unduplicated pupils, we will continue to provide devices to students for their instructional use, infrastructure needed for students to connect to wireless internet while on school sites, maintain all devices on a regular basis, and technology support staff to maintain the technology and infrastructure on a daily basis. These services will help increase services to unduplicated pupils by providing access to technology and applications that will support learning in the classrooms.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because the actions meet the needs, conditions, and circumstances of the unduplicated pupils, we expect that the performance on their computerized local benchmark assessments will increase more than those of the All Student group.

Action 2.1   Facility Maintenance and Improvements
These actions have carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. LCAP Student Surveys reflect that 21% of respondents believe it is important to improve buildings and classrooms as a way to improve the learning experience. 82.9% of those that responded to the LCAP Staff Survey believe that facilities are kept clean and in good

condition. Due to the high response rate, it is important that the district continue to maintain facilities and make improvements when needed.

A review of low-income, English learner, and Foster Youth local indicate low performance levels in both ELA and math for low-income students and English learners. Research shows that pupils who attend well maintained schools achieve higher levels than those who do not. School facilities will continue to be maintained and in Good Repair in order to increase the performance of our unduplicated pupils. All schools will receive an overall score of Good or Exemplary as measured by the Facilities Inspection Tool (FIT) Report: The Annual Williams Report.

Action 2.2   Safe Environments
These actions have carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. LCAP Surveys reflect an average stakeholder response of 89.2% Agree or Strongly Agree response rate to the question "School is a safe place for students to learn." Due to the high response rate, safe environments remain a priority to the district as they have an influence on attendance and absenteeism rates.

A review of unduplicated students' Chronic Absenteeism rates indicate an overall color of Yellow, with English Learners decreasing to 8.3%, low-income students decreasing to 12.1% and Foster Youth increasing by .1 to 14.9%. In consideration of this decrease in Chronic Absenteeism rates for most unduplicated student groups, we decided to continue to promote the safety of students by providing assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. The middle school and high school will continue to be provided with additional campus security, while all schools are monitored by security cameras to ensure the safety of all students at all times. Emergency Drill and safety training is provided for staff and students at each site by our Safety/Security Coordinator. Additionally, the safety needs of the district are addressed throughout the year with the help of a canine, as needed. We believe that this focus on safe school environments plays an important role in the decline in Chronic Absenteeism. The services under Action 2.2 will support All students, but are designed to support the well-being and attendance of our unduplicated pupils at a higher rate by decreasing their chronic absenteeism rates on the CA Dashboard Chronic Absenteeism indicator.

Action 2.3   Student Well-being

These actions have carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. LCAP Student Surveys reflect an average response of 84.7% Agree or Strongly Agree response rate to the question "At my school, there is a grown-up, teacher, or staff member that really cares about me." Due to the high response rate, student well-being remains a priority to the district as it influences academic performance.

A review of unduplicated students' Suspension rates indicates an overall color of Orange, with English Learners increasing to 3.9%, low-income students maintaining at 5.8% and Foster Youth declining to 14.8%. In consideration of this performance gap and the reported circumstances of English learner students, low-income students, and Foster Youth, we decided to add wrap-around health services for students to proactively identify physical and mental health needs, support behavior through counseling. We understand students who are low-income and foster youth may lack the resources needed to access these types of services as well as the social supports that are

needed to reduce barriers to learning. These barriers may affect attendance, time out of class, and increase suspensions. Therefore, the needs of our unduplicated students were considered as we developed this action. The services under Action 2.3 will support All students, but are designed to support the well-being and attendance of our unduplicated pupils at a higher rate by decreasing their suspensions rates on the CA Dashboard Suspension Indicator.

Action 3.1
These actions have carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. LCAP Family/Community Surveys reflect a 90.6% Agree or Strongly Agree response rate to the question "Schools provide me with information about my child's progress and ways to support learning at home." Due to the high response rate, it is important that the communication measures that are set in place continue.

After assessing the needs of our unduplicated students, we determined that communication between parents and the schools play an important role in their academic achievement. We considered the academic performance of our unduplicated students to have a lower performance rate than the performance rate for all students. For instance, on the CAASPP-ELA, the difference was 33.41% for English learners and 2.07% for low-income students while on the CAASPP-Math the performance difference is 21% for English learners and 1% for low-income students. Students from low-income families, English learners and students who are Foster Youth may lack the resources needed to access supports to increase their performance at school such as interventions or services related to increasing student performance. In order to address this need for our unduplicated pupils, we will provide a way to communicate with parents and to give them access to their child/rens grades. These services include AERIES for the parent portal and ParentLink/Blackboard which is designed to promote communication with parents. It is used LEA-wide to communicate training for parents to support their children with reading, mathematics, and the use of technology. ParentLink/Blackboard connect also ensures that information is disseminated to parents regarding supports available at the school sites that are designed to improve academic performance.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit. However, because of the lower performance rate of the unduplicated pupils, we expect that the lower performance rate of the unduplicated pupils will increase significantly more than the average performance rate of All Students group (37.79% ELA/23.64%-Math).

Action 3.2 Home/School Connection
These actions have carried over from the last LCAP and have been determined to be effective through stakeholder input and survey responses. LCAP Family/Community Surveys reflect a 94.4% Agree or Strongly Agree response rate to the question "Schools use multiple ways to communicate with families in an easy to understand format." Due to the high response rate, it is important that the district continue to have staff available to communicate with families of unduplicated pupils.

A review of low-income, English learner, and Foster Youth local benchmark scores indicate low performance levels in both ELA and math for low-income students and English learners. In consideration of this performance gap and the reported circumstances of English learner students, low-income students, and Foster Youth, we decided to add a District Secretary and a District Liaison to increase communication, family engagement and training opportunities for families. We believe that communication between parents and the schools play an important role in students' academic achievement.

These actions are available to all students in order to promote academic performance and a home/school connection. We believe this action will be effective in meeting this goal for our unduplicated students because it will help improve academic performance and local benchmark scores by 3%.

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

Demographics of the district indicate that our unduplicated students constitute 92.7% of the student population. All district goals are designed to meet the needs, conditions, and circumstances of these targeted students. By implementing districtwide goals and districtwide programs to close the achievement gap for these students, our remaining 7.3% of students automatically receive similar key programs. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student population. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and stakeholder input. The targeted funds will be used in various ways, including the following activities. The district will continue to provide professional development that trains staff in how to use technology. Additional professional development opportunities will continue to focus on the needs of English learners and struggling students throughout the year. The district will maintain additional staff including crossing guards at each site to ensure the safety of all students to and from school if in-person instruction becomes permissible. Parent Link and Aeries Software will be used by the District to effectively communicate to parents about upcoming events, meetings, updates to school plans, safety information, and student performance. Each of our schools operate under Schoolwide Title I programs, ensuring services are delivered to the unduplicated student population.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$13,062,672.00			$573,795.00	$13,636,467.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$11,271,832.00	$2,364,635.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1.1 Support for Student Learning	$3,502,329.00				$3,502,329.00
1	2	English Learners Foster Youth Low Income	1.2 Academic Counselor	$108,250.00				$108,250.00
1	3	English Learners Foster Youth Low Income	1.3 Class Size Reduction (K-3)	$3,774,858.00				$3,774,858.00
1	4	English Learners Foster Youth Low Income	1.4 Broad Course of Study	$442,254.00				$442,254.00
1	5	English Learners Foster Youth Low Income	1.5 Library Programs	$314,462.00				$314,462.00
1	6	English Learners Foster Youth Low Income	1.6 Career and Technical Education (CTE) Pathways and Programs	$626,599.00				$626,599.00
1	7	English Learners Foster Youth Low Income	1.7 21st Century Technology and Services	$1,013,564.00				$1,013,564.00
1	8	All	1.8 Illuminate Software				$27,847.00	$27,847.00
1	9	All	1.9 Professional Development for Staff				$15,000.00	$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All	1.10 TCOE Education Resource Services Library and Multimedia Center				$35,678.00	$35,678.00
1	11	Homeless/Foster Youth	1.11 Homeless/Foster Services				$5,150.00	$5,150.00
1	12	All	1.12 Capturing Kids Hearts				$139,000.00	$139,000.00
1	13	All	1.13 New Teacher Induction				$103,123.00	$103,123.00
1	14	English Learners	1.14 Ellevation Subscription				$11,340.00	$11,340.00
1	15	English Learners	1.15 Rosetta Stone				$19,617.00	$19,617.00
2	1	English Learners Foster Youth Low Income	2.1 Facility Maintenance and Improvements	$1,500,000.00				$1,500,000.00
2	2	English Learners Foster Youth Low Income	2.2 Safe Environments	$425,775.00				$425,775.00
2	3	English Learners Foster Youth Low Income	2.3 Student Well-being	$1,178,498.00				$1,178,498.00
2	4	All	2.4 Mental Health Services				$217,040.00	$217,040.00
3	1	English Learners Foster Youth Low Income	3.1 Communication Software	$38,173.00				$38,173.00
3	2	English Learners Foster Youth Low Income	3.2 Home/School Connection	$137,910.00				$137,910.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$13,062,672.00	$13,062,672.00
LEA-wide Total:	$8,110,711.00	$8,110,711.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$4,951,961.00	$4,951,961.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Support for Student Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,502,329.00	$3,502,329.00
1	2	1.2 Academic Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	$108,250.00	$108,250.00
1	3	1.3 Class Size Reduction (K-3)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bret Harte and John C. Fremont	$3,774,858.00	$3,774,858.00
1	4	1.4 Broad Course of Study	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bret Harte, John C. Fremont, Mark Twain, John Muir Middle School	$442,254.00	$442,254.00
1	5	1.5 Library Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,462.00	$314,462.00
1	6	1.6 Career and Technical Education (CTE) Pathways and Programs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	$626,599.00	$626,599.00
1	7	1.7 21st Century Technology and Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,013,564.00	$1,013,564.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	2.1 Facility Maintenance and Improvements	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	$1,500,000.00
2	2	2.2 Safe Environments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,775.00	$425,775.00
2	3	2.3 Student Well-being	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,178,498.00	$1,178,498.00
3	1	3.1 Communication Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,173.00	$38,173.00
3	2	3.2 Home/School Connection	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,910.00	$137,910.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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[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:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.