



LCFF Budget Overview for Parents

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

CDS Code: 16638910000000

School Year: 2023-24

LEA contact information:

Eduardo Ochoa

Superintendent

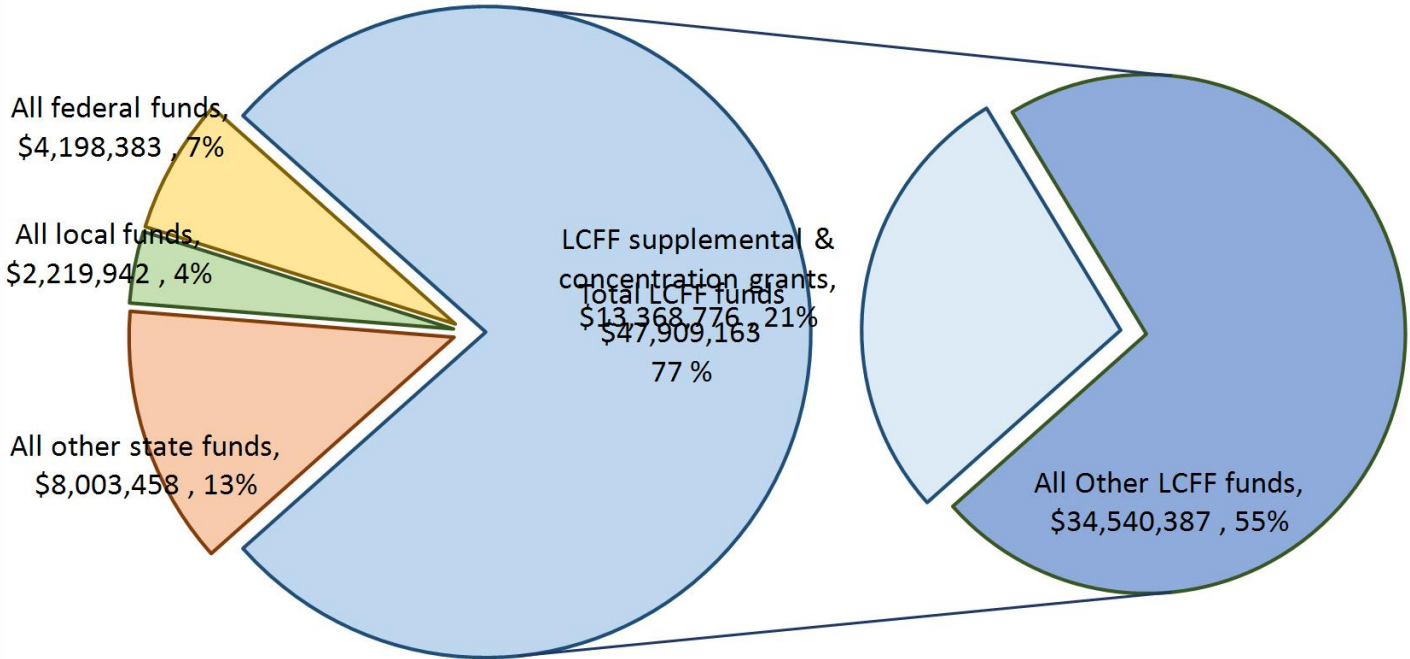
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(559) 992-8888 ext. 1224

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 2023-24 School Year

Projected Revenue by Fund Source

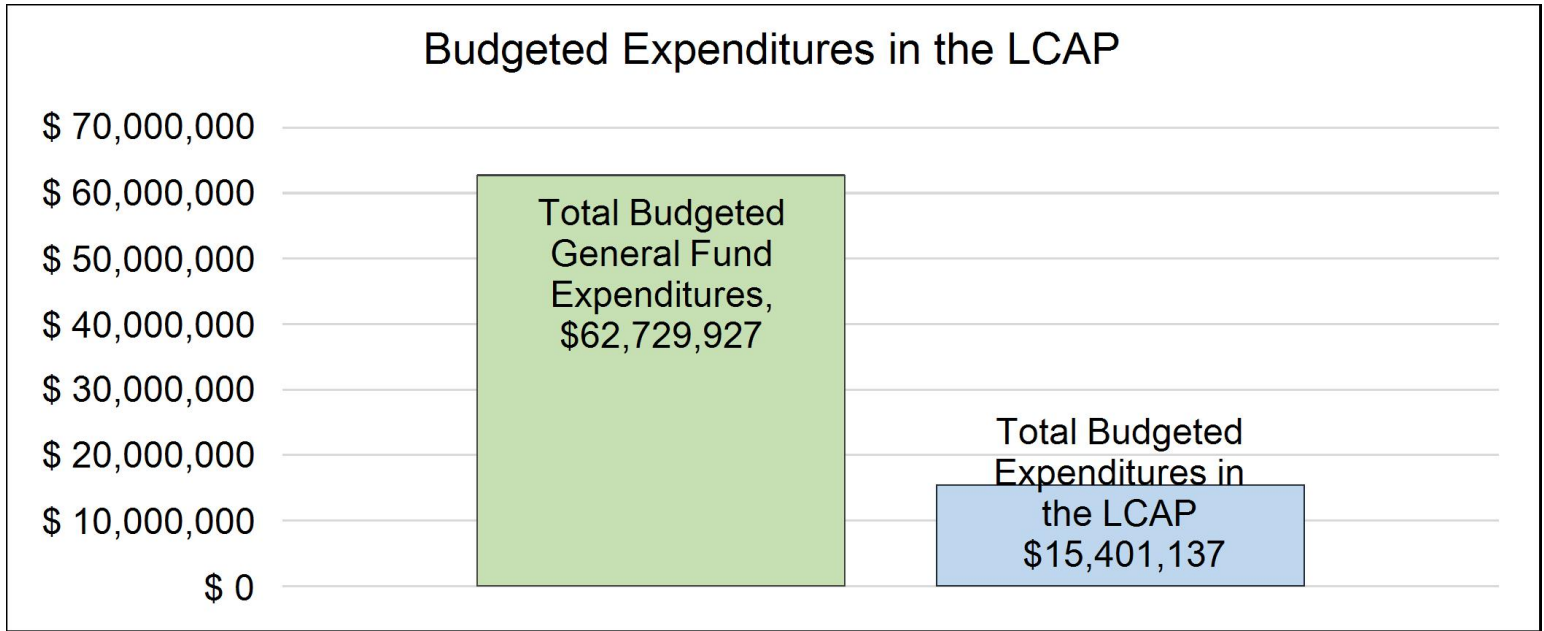


This chart shows the total general purpose revenue Corcoran Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corcoran Joint Unified School District is \$62,330,946, of which \$47,909,163 is Local Control Funding Formula (LCFF), \$8,003,458 is other state funds, \$2,219,942 is local funds, and \$4,198,383 is federal funds. Of the \$47,909,163 in LCFF Funds, \$13,368,776 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Corcoran Joint Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Corcoran Joint Unified School District plans to spend \$62,729,927 for the 2023-24 school year. Of that amount, \$15,401,137 is tied to actions/services in the LCAP and \$47,328,790 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

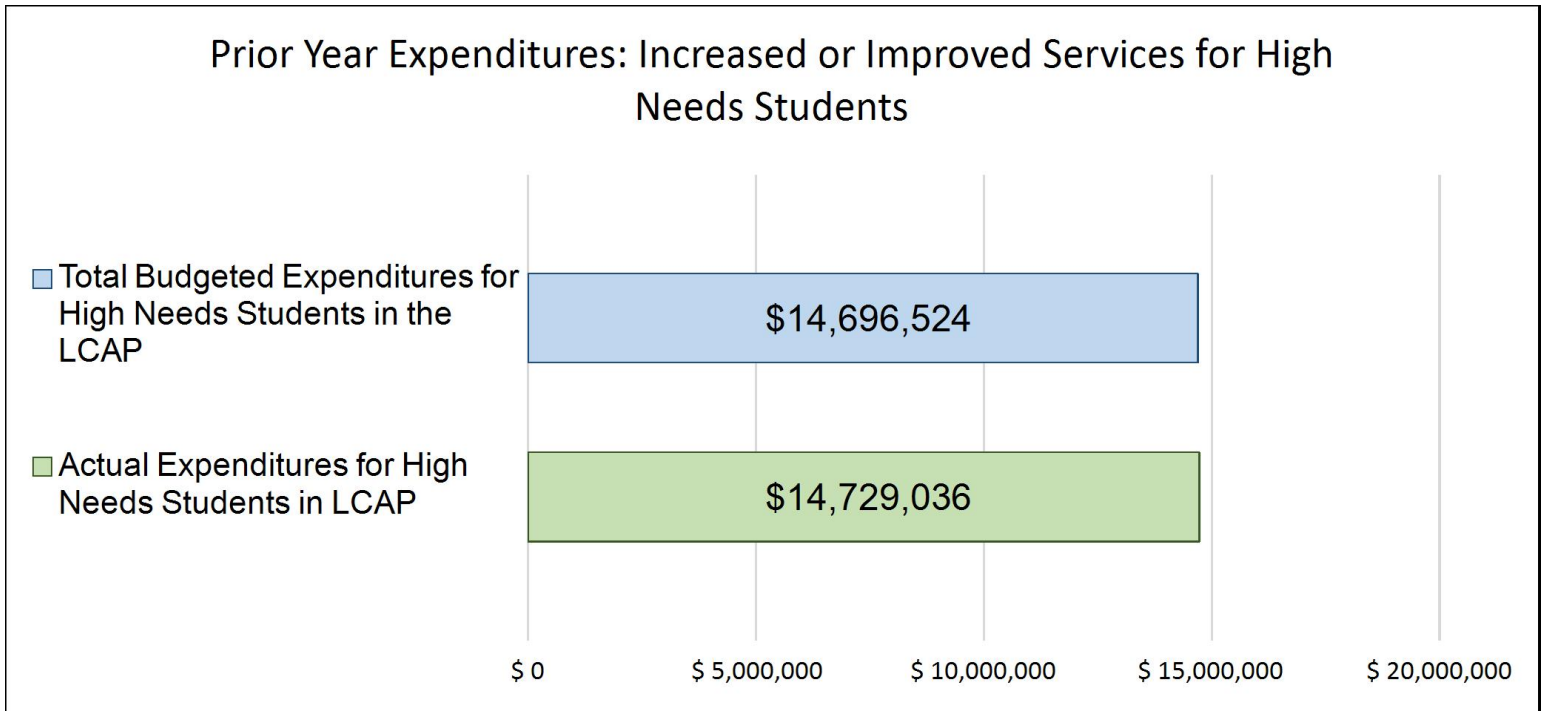
General Funds that were not included in the Local Control Accountability Plan are utilized to keep the LEA operational. These expenditures include salaries of staff not supported through supplemental funding, utilities, facility upkeep and renovation, transportation of students to extracurricular activities, and other expenditures that keep the District operating efficiently.

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

In 2023-24, Corcoran Joint Unified School District is projecting it will receive \$13,368,776 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 \$15,401,137 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Corcoran Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2022-23, Corcoran Joint Unified School District's LCAP budgeted \$14,696,524 for planned actions to increase or improve services for high needs students. Corcoran Joint Unified School District actually spent \$14,729,036 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corcoran Joint Unified School District	Eduardo Ochoa Superintendent	eochoa@corcoranunified.com (559) 992-8888 ext. 1224

Plan Summary [2023-24]

General Information

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

Welcome to the Corcoran Joint Unified School District (CJUSD). 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 3,307 students with 91.5% Hispanic, 86.5% Socioeconomically disadvantaged, and 20% English Language Learners. Students in the district qualify for the universal meal program, the "Community Eligibility Provision" (CEP), which allows our schools to provide meal service to all students at no charge, regardless of economic status. 23.2% 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 TK-12 educational program, and an 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 Joint Unified School District provides an academic setting where children are educated through a collaborative effort among faculty, staff, students, parents, and the community.

Corcoran Joint 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 on the community". Additionally, our Corcoran Joint Unified School District's Mission states, "We are relentless in creating a positive, safe and stimulating 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 core values focus on the belief that these aspects of education are non-negotiable: High Expectations, Respect, Accountability and Teamwork.

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 275 schools in the nation to have an Apple Distinguished Technology Program. CJUSD 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.

The California School Dashboard was unavailable for 2019-2020 as well as the 2020-2021 school year. The Dashboard became available again with the 2021-2022 school year data.

CJUSD has incorporated multiple student services and improved others since students have returned from distance learning during the pandemic. Prior to the pandemic, the District had 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 supported the goals developed for improved student outcomes. Many actions implemented through the LCAP, including incorporating Kagan Cooperative Learning into lessons, utilizing assessment tools, providing Universal Access time, providing credit recovery, developing intervention programs, and reinforcing a solid technology infrastructure with our One2One Program all contributed to continuous improvement in English language arts.

Over the course of the last few school years that have been impacted by the pandemic, the District has had to use local measures to determine student progress. Now that the Dashboard is available again, the District will be primarily using metrics located on the Dashboard to report student growth.

The graduation rate has improved from 2020-21 to 2021-22. This graduation rate 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. The district's graduation rate improved from 80.2% in 2020-2021 to 87.8% in 2021-2022. Additionally, the Hispanic/Latino student group increased its graduation rate from 80.9% to 89.4% in that same span of time.

In order to maintain and build upon the district's successes in increasing the graduation rate not only for this student group, but for all students, the district will continue to provide an Academic Counselor, learning directors, and CTE Pathway Coordinator to help support students make decisions about their classes, prepare students for life beyond high school, develop a four year plan starting their freshman year, and for academic and career consulting. Each position will support students each year as they approach their senior year to evaluate what is needed to graduate from high school, at least once each year during their advisory period.

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 California School Dashboard became available again to provide 2021-2022 academic performance data but only provide the status for that year and not the change from the previous year.

The greatest needs can be identified with the following student groups and performance levels according to the California School Dashboard.

ENGLISH LANGUAGE ARTS:

All students - Low

African American Students - Very Low (DA)

English Learners (EL) - Very Low (DA)

Foster Youth - Very Low (DA)

Homeless Youth (HY) - Very Low (DA)

Students with Disabilities (SWD) - Very Low (DA)

Hispanic Students - Low

Socioeconomically Disadvantaged (SED) Students - Low

White Students - Low (DA)

CJUSD will put a greater emphasis on professional development related to providing explicit direct instruction and engagement strategies to support all learners in being successful. In addition, the District is providing more academic coaching during and after the instructional day. 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 student groups 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. Each elementary school also implemented a master calendar at the school guaranteeing a specific number of protected instructional minutes for ELA throughout the day.

MATHEMATICS:

All students - Very Low

African American Students - Very Low (DA)

English Learners (EL) - Very Low (DA)
Foster Youth - Very Low (DA)
Hispanic Students - Very Low
Homeless Youth - Very Low (DA)
Socioeconomically Disadvantaged (SED) Students - Very Low
Students with Disabilities (SWD) - Very Low (DA)
White Students - Low (DA)

CJUSD will put a greater emphasis on professional development related to content and instructional strategies to support all learners in being successful in math. In addition, the District is providing more coaching on the adopted mathematics curriculum, including unwrapping standards, identifying learning targets, determining proficiency, and utilizing explicit direct instruction strategies including the emphasis of concept development. 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 student groups 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. Each elementary school also implemented a master calendar at the school guaranteeing a specific number of protected instructional minutes for math throughout the day.

The greatest needs for suspension and chronic absenteeism can be identified with the following student groups and percentage change in rates according to DataQuest.

CHRONIC ABSENTEEISM:

All Students: 49.6% (Increase of 22.2%)
African American: 59.6% (Increase of 29.7%) (DA)
Hispanic: 49.7% (Increase of 22.4%)
White: 41.7% (Increase of 12%) (DA)
English Learners: 47.4% (Increase of 21.8%) (DA)
Socioeconomically Disadvantaged: 50.9% (Increase of 22.5%)
Students with Disabilities: 58.9% (Increase of 20%) (DA)
Homeless: 65.2% (Increase of 10%) (DA)
Foster Youth: 43.3% (Increase of 20%) (DA)

Every student group experienced a dramatic increase in their rates of chronic absenteeism. Per the CDPH requirements, students were directed to remain at home whenever they were experiencing COVID-19 symptoms, tested positive for COVID-19, and were also quarantined whenever they were identified as close contacts. This dramatically affected the ability of our students to remain on campus as well as negatively affected the ability of our schools to encourage students to remain on campus or report to campus every day. 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.

SUSPENSION RATE:

For 2021-22, the number of suspensions increased from 104 to 272 across the district. This included the number of unduplicated suspensions from 88 to 197. This caused the suspension rate across the district to increase from 2.5% to 5.8%. The suspension rate increased for the following student groups:

Hispanic: 5.5% (Increased 3%)

White: 8.3% (Increased 5.9%) (DA)

African American 15.5% (Increased 10%) (DA)

English Learners: 3.7% (Increased 2.4%) (DA)

Socio-economically Disadvantaged: 5.9% (Increased 3.2%)

Students with Disabilities: 9.3% (Increased 4.4%) (DA)

Homeless Youth: 8.2% (Increased 1.4%) (DA)

Foster Youth: 15.9% (Increased 8.1%) (DA)

In order to address the need to support student behavior across the district, schools are provided with counselors, mental health clinicians, vice principals, learning directors, PBIS funding, and an array of support services designed to reduce the barriers that can lead to discipline incidents or that can prevent students from learning. Services are coordinated by these positions to determine if interventions are needed or more intense supports for each student they identify in RTI/MTSS at their school sites. With the increase in disruptive and violent student behaviors as well as the increase in personnel positions to support student behavior, a refresher of PBIS training has begun to reinforce each school's Tier 1, 2 and 3 supports. Foster Youth, Homeless Youth, Students with Disabilities and African American groups continue to have high rates of suspension. 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 with higher rates of suspension 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 improve the school climate. Sites will continue to have Capturing Kids Hearts training designed to foster greater relationships between students and staff.

(DA)- Differentiated Assistance Eligible Student Groups

LCAP Highlights

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

Corcoran Joint Unified School District (CJUSD) 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: CJUSD will provide a comprehensive, high-quality educational program that focuses on student achievement which meets 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 is normally reported on the California School Dashboard. The student proficiency rates for 2021-2022 were published on DataQuest and performance levels were provided on the California School Dashboard. For 2021-22, the graduation rate for the district increased by 7.6%.

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: CJUSD 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 reports. 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. For 2021-22, the suspension rate across the district increased from 2.5% to 5.8%.

Goal 3 - Parent engagement and support: CJUSD 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 CJUSD 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.

Kings Lake Education Center, a Dashboard Alternative School Status Community of Practice school eligible for Comprehensive Support and Improvement Low Graduation Rate with less than 100 enrolled students, in collaboration with its local educational agency and educational partners, will forgo all improvement activities and applicable funding pursuant to the flexibility allowed by the Every Student Succeeds Act and approved by the California State Board of Education.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Corcoran Joint Unified School District's process for engaging educational partners 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 Educational Partners, and posting the draft LCAP online that allows community members the opportunity to provide feedback.

PAC

The district maintains an Parent Advisory Committee (PAC) that provides input into the districts' programs and services for students. The district's PAC meet regularly throughout the school year. Each school site council elected a parent for the district PAC from their School Site Councils. The Superintendent, Director of Categorical Programs, Director of Educational Services, Chief Business Officer, and Principals also attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members are active participants in the district's comprehensive strategic planning since they are informed about the district's programs and services beyond programs and services in the LCAP. Parents who are members in the PAC are representatives of their school sites. Members of the PAC also included parents of unduplicated pupils and parents of Students with Disabilities. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include LCFF. Four meetings were held to discuss the LCAP and to get Educational Partner feedback and input this year.

After reviewing Goals 1, 2, 3, Actions and Services and having discussions with the PAC, the trends that emerged from these meetings included:

- Better customer service at all school sites/district to help develop better relationships with families
- Developing connections with families
- Increase home visits
- Better first instruction and/or direct instruction
- Student achievement needs to improve
- Increase student engagement-Get students involved in their learning
- Integrate life skills or real life experiences in student learning
- Additional supports and interventions for students (i.e. tutoring)
- Increase incentives for parent and student participation at meetings, for student attendance, to participate in surveys
- Increase communication not only between parents, but also between sites regarding events and to support engagement
- Academic Counselors should be considered outside of the high school (i.e. middle school and elementary schools)

- Offer parent trainings that support parent needs that way they can support their students for academic success
- Provide additional translation services to support and engage parents
- Increase trainings so everyone feels safe (i.e. drug prevention, drug use, gang, active shooter, suicidal ideation)
- Find ways to decrease absenteeism throughout the district
- Find ways to reduce suspensions and expulsions while still holding students accountable for behavior
- School Climate-Make school a safe place to be so students are able to learn
- Partner with medical facilities to diagnose and assist with major health concerns
- Bridge supports from school to home: mental, physical, emotional health
- Mental health supports contribute to student success, so would like to see an increase of personnel (i.e. counselors, MFT, psychologists)
- Increasing volunteers and recognizing parents

DELAC

The District English Language Advisory Committee or DELAC consists of parents of students who are English learners and representatives from each school site's English Language Advisory Committee (ELAC). The DELAC meets regularly to advise district officials on English learner programs and services with the overall goal of helping English learners attain English proficiency and achieve academic success.

Members of the DELAC are representatives of their school sites. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include LCFF.

After reviewing Goals 1, 2, 3, Actions and Services and having discussions with the DELAC, the trends that emerged from these meetings included:

- Appreciate the accessibility and use of technology in the district
- Appreciate the increase of security and support in monitoring the schools and gates
- Additional math supports and interventions for students
- Engage students in career and university preparation starting at elementary school (i.e. career fairs, university/college visits, field trips to companies)
- Student achievement needs to improve
- Increase student engagement-Get students involved in their learning
- Improve school safety by decreasing student behavior incidents, bullying, and major disciplinary issues
- Increase incentives for parent and student participation at meetings and for student attendance
- Increase parent engagement
- Continue to work on communication with parents to build relationships, trust, support, and engagement
- Seek volunteers, including community members, in the schools (i.e. Veterans, retired people, clubs, organizations)

- Offer parent trainings that support parent needs that way they can support their students for academic success (i.e. parenting, orientation to colleges/university prep, careers)
- Provide tutoring for students who are struggling
- Find ways to decrease absenteeism throughout the district-hold parents accountable
- Continue to hire quality staff in the classrooms and for English Learner programs
- Would like teachers hired and maintained who are friendly, accessible, outgoing, and dedicate time to students
- Teachers to be supported and needs met
- Staff who is understanding of English learner needs: understanding of their lack to communicate in English and tolerant of their parents who also struggle with communicating with the school
- Provide additional translation services to support and engage parents

STUDENT ADVISORY 9-12

- Find all pathways currently offered helpful and relevant but would like to see additional ones added
- Security on campus makes students feel safe
- Feel campus is extremely safe
- Support students with problems versus receiving punishments
- Safety and cleanliness of bathrooms
- Drug and tobacco product use on campus
- Provide parents with training on drug use, prevention, and importance of attendance
- More food provided during lunch with better selection and additional locations to help alleviate the long lines
- Additional parking for students
- Improve the weight room
- Provide more tutoring students can go to for help
- Have counselors to help support and understand student problems while maintaining confidentiality

TEACHERS AND OTHER EDUCATORS

Teachers and other Educators are members of the Parent Advisory Committee (PAC) that provides input into the districts' programs and services for students. The district's PAC met regularly throughout the school year to provide input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members were active participants in the district's comprehensive strategic planning since they were informed about the district's programs and services beyond programs and services in the LCAP. LCAP Surveys were also utilized to gather input from teachers and other educators. Feedback from these surveys provided input into the services and programs needed to address the needs of students using LCFF funds.

LOCAL BARGAINING UNITS

Local Bargaining Units were invited to participate in a roundtable meeting in addition to all public LCAP meetings. Members have provided ongoing input into the district's services and programs at these meetings verbally. Members of the Local Bargaining Units were also invited to complete LCAP Staff Surveys, which were available March-April, 2023.

PUPILS

Students in Grades 4-12 were asked to participate in an online survey where they were able to make recommendations on what types of programs or services they wanted to see in school. In addition, the survey provided a section to determine school climate and school connectedness. Students representing all of the district's student subgroups had the opportunity to participate in the survey. A total of 1838 students completed the survey this year.

SELPA CONSULTATION

A consultation meeting was held on May 3, 2023 with SELPA Director, Rebecca Jensen, who 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 the participation rate of students in dual enrollment classes, CTE, and to connect students with disabilities with college opportunities. For Goal 2, feedback was provided to check chronic absenteeism and suspension rates to break down the data and to analyze the root causes. This will help identify the issues and provide targeted support to students.

OPPORTUNITIES FOR PUBLIC COMMENT

The Local Control and Accountability Plan was presented and discussed at a regularly scheduled board meeting on June 14, 2023. A public comment period is provided during each meeting for any member of the public to provide feedback or input into the LCAP plan.

TRANSLATION SERVICES

Spanish interpretation was provided for all meetings attended by parents, families, or community members. Spanish translations were provided for all communications such as surveys, plans, and documents provided to parents and families in regards to this Local Control and Accountability Plan and all plans listed within.

CJUSD Board of Trustees - LCAP Submitted for Approval

Date held: June 28, 2023, 6:00 PM

Corcoran Unified School District Board Room

1520 Patterson Ave.

Corcoran, CA 93212

A summary of the feedback provided by specific educational partners.

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

- The district has helpful teachers and staff members
- Learning appears to be an emphasis at the schools
- Thankful for CTE and college course access during the school day
- Fortunate to have the amount of technology in our district
- Continue to improve the number of supports for students who are struggling academically (academic supports)

- Ensure students are learning
- Hire and maintain staff/teachers who treat students fairly and with respect
- Hire and maintain staff/teachers who go out of their way to help students
- Students want teachers who care, listen, encourage, help and support them
- Continue with additional opportunities for dual enrollment, CTE, extra-curricular activities and sports
- Integrate real life experiences and field trips to make school interesting
- Increase supports for student emotional and mental health
- Have a safe, friendly, and supportive school environment
- Perception of drug, alcohol, and tobacco use on campus
- Address perceived gang actions or activity in schools
- Safe restrooms
- Consistent discipline across the school site
- Bully prevention
- Increase direct school communication with students
- Enjoy the updated facilities and buildings
- Improve the cleanliness of the restrooms and the campuses
- Improve the cafeteria food, have more of a selection, and more time to eat (long lines and not enough places to get food on campus)

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

- District has quality teachers/staff and would like to see the district retain them
- There is good communication, but it can be improved at all levels
- There is good support with technology
- Increase extra-curricular activities to help engage students
- Device accessibility by students thanks to the One2One program is great
- Improve school safety by decreasing student behavior incidents, bullying, and major disciplinary issues
- 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)
- Improve the cleanliness of the restrooms and the campuses
- Create additional opportunities for family activities
- Provide incentives for family participation/engagement
- Provide more elective opportunities for students
- Provide translation services to support and engage parents

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

- Develop a more focused intervention system of supports at each school site
- Happy with our One2One program and additional technology in the classrooms
- Supports provided to students for socio-emotional and mental health services were helpful
- Content with the addition of mental health personnel and services at every school site
- Increase communication at all levels
- Increase student engagement
- Increase parent engagement
- Discipline at the school sites
- Continue supports for mental health, socio-emotional health, behavior
- Continue to hire and retain high quality staff
- Continue providing extra classroom support (i.e. paraprofessionals, intervention teachers, Academic Coaches)
- Great selection of dual enrollment and CTE pathways for students
- Prepare students for life beyond high school (i.e. real world experiences at school, connecting learning to real world, CTE, dual enrollment, connecting students to different careers starting at a younger age as opportunities to open dreams and possibilities)
- Explore additional electives, extracurricular activities, field trips to engage students

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

- Appreciate increase of electives
- Discipline at the school sites
- Providing parent workshops to support students and their learning (i.e special student population groups)
- Provide parenting classes
- Home visits to support students
- Orientation/Meet 'n Greet at Sites to prepare students to be successful at the beginning of the school year
- Incentives for achievement, assessment performance, good attendance, and improved attendance
- Increase trainings for safety (i.e. drug prevention, drug use, handling difficult students)
- Ensuring crossing guard positions are filled with district staff, city personnel, or volunteers
- Increasing parent participation/engagement at school functions (i.e. events, meetings, conferences, Back to School, Open House)
- Integrate life skills or real life experiences in student learning

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:

- Better customer service at all school sites/district to help develop better relationships with families
- Developing connections with families
- Increase home visits
- Better first instruction and/or direct instruction
- Student achievement needs to improve

- Increase student engagement-Get students involved in their learning
- Integrate life skills or real life experiences in student learning
- Additional supports and interventions for students (i.e. tutoring)
- Increase incentives for parent and student participation at meetings, for student attendance, to participate in surveys
- Increase communication not only between parents, but also between sites regarding events and to support engagement
- Academic Counselors should be considered outside of the high school (i.e. middle school and elementary schools)
- Offer parent trainings that support parent needs that way they can support their students for academic success
- Provide additional translation services to support and engage parents
- Increase trainings so everyone feels safe (i.e. drug prevention, drug use, gang, active shooter, suicidal ideation)
- Find ways to decrease absenteeism throughout the district
- Find ways to reduce suspensions and expulsions while still holding students accountable for behavior
- School Climate-Make school a safe place to be so students are able to learn
- Partner with medical facilities to diagnose and assist with major health concerns
- Bridge supports from school to home: mental, physical, emotional health
- Mental health supports contribute to student success, so would like to see an increase of personnel (i.e. counselors, MFT, psychologists)
- Increasing volunteers and recognizing parents

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

For Goal 1: College and Career Readiness

All educational partners have expressed a concern for academic learning gaps. They have expressed the need for added supports and interventions to address these learning gaps. Paraprofessionals and support staff has been addressed in Goal 1, Action 1.1. The Action also addresses interventions, monitoring of students, 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.

All educational partners have also expressed their desire to have and ensure a broad course of study for all students, which would include broadening and aligning electives with CTE pathways for a smooth transition into high school. Additional staff has been added to address this need at the middle school which in turn a) increases electives and b) starts to establish an articulation for career technical education pathways from middle school to high school. Therefore, in part, Goal 1, Action 1.4 is a result of input from teachers, parents, administrators, and students.

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 services to English Learners continue to be a priority and monitoring of their progress continues to be ongoing throughout the year.

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 Educational Partners 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. Students and 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, physical, and social-emotional supports. This is provided in Goal 2, Action 2.3 with behavior counselors, psychologists, mental health clinicians, and nurses.

Educational partners 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, and the district Safety/Security Coordinator. Therefore, Goal 2, Action 2.2 and Action 2.3 were all a result of feedback from teachers, parents, administrators, and students as they requested increased supports for mental health, social-emotional supports, nurses, counselors, and safety protocols at school sites.

Educational partners have expressed the need to address discipline and to provide additional behavior supports. The District is supporting this through Goal 2, Action 2.3 with services provided to support the implementation of the PBIS framework at each site with the help and support of vice-principals, behavior counselors, psychologists, mental health clinicians, and nurses. Therefore, Goal 2, Action 2.3 is a result of feedback from teachers, parents, administrators and students.

For Goal 3: Parent Engagement

Our educational partners 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 ParentSquare. 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. They have expressed the need for increased parent engagement and believe the Parent Liaison will support this improvement effort. 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.

DELAC would also like to see parent trainings incorporated throughout the year to assist in supporting their children's academic success. This would be supported in by Goal 3, Action 3.1 and 3.2. The request of our DELAC were a result of the feedback provided by our DELAC parents.

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, "Offer the best educational program and dramatically improve academic achievement," has been designated by the Governing Board in line with the core mission of Corcoran Joint 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 2021-2022 CAASPP indicates 31.58% of students met or exceeded the standards in ELA and 14.08% met or exceeded the standards in mathematics. In addition, 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 with our local benchmark were as follows:

In ELA, our local end-of-year benchmark scores were the following:

- K-1 All: 45%
- 2-3 All: 13%
- 4-5 All: 38%
- 6-8 All: 23%
- 9-12 All: 32%

In Math, our local end-of-year benchmark scores were the following:

- K-1 All: 68%
- 2-3 All: 19%
- 4-5 All: 21%
- 6-8 All: 21%
- 9-12 All: 2%

Corcoran Joint Unified School District also believes in delivering a well-rounded education for all students. In the LCAP Surveys administered to Families, Staff, Principals, Administrators, other school personnel, and Pupils, 88% 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 educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Metrics State Priority 2: Implementation of SBE adopted content and performance standards</p>	<p>Met is indicated by a Rubric Score of "4-Full Implementation" in each area:</p> <ol style="list-style-type: none"> 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 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation <p>Local Indicator Tool Priority 2:</p>	<p>Met is indicated by a Rubric Score of "4-Full Implementation" in each area:</p> <ol style="list-style-type: none"> 1. PD for Teaching to Standards 3-Initial Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 3-Initial Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation <p>Local Indicator Tool Priority 2:</p>	<p>Met is indicated by a Rubric Score of "4-Full Implementation" in each area:</p> <ol style="list-style-type: none"> 1. PD for Teaching to Standards 3-Initial Implementation 2. Instructional Materials Aligned to Standards 4-Full Implementation 3. Policies & Programs Supporting Staff in Identifying Where They Can Improve 3-Initial Implementation 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation <p>Local Indicator Tool Priority 2:</p>		<p>Maintain a Rubric Score of at least a "4-Full Implementation" in each area:</p> <ol style="list-style-type: none"> 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 4. Other Adopted Academic Standards 4-Full Implementation 5. Support for Teachers and Administrators 4-Full Implementation <p>Local Indicator Tool Priority 2:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Implementation of State Standards Self Reflection Tool	Implementation of State Standards Self Reflection Tool	Implementation of State Standards Self Reflection Tool		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. (2021-22 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2022-23 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 (ELA Academic Indicator) All students Subgroups	CAASPP-ELA 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-ELA 2020 **Dashboard information was not available in 20-21. Only status using Dataquest reports were available. Data to indicate status and change were not available. Dashboard Performance Levels will be used once the Dashboard is operational once more.** Overall: All Students	CAASPP-ELA Overall: All Students Performance Level: Low English Learners: EL Students Performance Level: Very Low (DA) Socio-Economically Disadvantaged: SED Performance Level: Low Hispanic: Hispanic Students Performance Level: Low		CAASPP-ELA: 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	Achievement Level: 30.20% Met or Exceeded	White: White Students Performance Level: Low (DA)		the California School Dashboard
	African American: African American Performance Level: Orange	English Learners: EL Students Achievement Level: 2.74% Met or Exceeded	African American: African American Performance Level: Very Low (DA)		Hispanic: Hispanic Students Performance Level: "Green" or "Blue" on the California School Dashboard
	Students with Disabilities: SWD Performance Level: Orange	Socio-Economically Disadvantaged: SED Achievement Level: 29.12% Met or Exceeded	Students with Disabilities: SWD Performance Level: Very Low (DA)		White: White Students Performance Level: "Green" or "Blue" on the California School Dashboard
	Dashboard (Fall 2019)	Hispanic: Hispanic Students Achievement Level: 29.85% Met or Exceeded	Foster Youth: Performance Level: Very Low (DA)		African American: African American Performance Level: "Green" or "Blue" on the California School Dashboard
		White: White Students Achievement Level: 41.03% Met or Exceeded	Homeless: Performance Level: Very Low (DA)		Students with Disabilities: SWD Performance Level: "Green" or "Blue" on the California School Dashboard
		African American: African American Achievement Level: 16.67% Met or Exceeded	Dashboard (Fall 2022)		
		Students with Disabilities: SWD	(DA)- Differentiated Assistance Eligible Student Groups		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Achievement Level: 6.9% Met or Exceeded			
<p>Metrics State Priority 4: Statewide Assessments (Math Academic Indicator) All students Subgroups</p>	<p>CAASPP-Math</p> <p>Overall: All Students Performance Level: Yellow</p> <p>English Learners: EL Students Performance Level: Yellow</p> <p>Socio-Economically Disadvantaged: SED Performance Level: Yellow</p> <p>Hispanic: Hispanic Students Performance Level: Yellow</p> <p>White: White Students Performance Level: Yellow</p> <p>African American: African American Performance Level: Orange</p> <p>Students with Disabilities: SWD</p>	<p>CAASPP-Math 2020</p> <p>**Dashboard information was not available in 20-21. Only status using Dataquest reports were available. Data to indicate status and change were not available. Dashboard Performance Levels will be used once the Dashboard is operational once more.**</p> <p>Overall: All Students Achievement Level: 12.15% Met or Exceeded</p> <p>English Learners: EL Students Achievement Level: 2.16% Met or Exceeded</p> <p>Socio-Economically Disadvantaged: SED Achievement Level:</p>	<p>CAASPP-Math</p> <p>Overall: All Students Performance Level: Very Low</p> <p>English Learners: EL Students Performance Level: Very Low (DA)</p> <p>Socio-Economically Disadvantaged: SED Performance Level: Very Low</p> <p>Hispanic: Hispanic Students Performance Level: Very Low</p> <p>White: White Students Performance Level: Low (DA)</p> <p>African American: African American Performance Level: Very Low (DA)</p> <p>Students with Disabilities: SWD</p>		<p>CAASPP-Math:</p> <p>Overall: All Students Performance Level: "Green" or "Blue" on the California School Dashboard</p> <p>English Learners: EL Students Performance Level: "Green" or "Blue" on the California School Dashboard</p> <p>Socio-Economically Disadvantaged: SED Performance Level: "Green" or "Blue" on the California School Dashboard</p> <p>Hispanic: Hispanic Students Performance Level: "Green" or "Blue" on the California School Dashboard</p> <p>White: White Students Performance Level:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Performance Level: Orange Dashboard (Fall 2019)	11.62% Met or Exceeded Hispanic: Hispanic Students Achievement Level: 11.84% Met or Exceeded White: White Students Achievement Level: 16.89% Met or Exceeded African American: African American Achievement Level: 10.81% Met or Exceeded Students with Disabilities: SWD Achievement Level: 6.76% Met or Exceeded	Performance Level: Very Low (DA) Foster Youth: Performance Level: Very Low (DA) Homeless: Performance Level: Very Low (DA) Dashboard (Fall 2022) (DA)- Differentiated Assistance Eligible Student Groups		"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
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 Summative Scores-Status Level 4: 7.99% Proficient	EL's making Progress towards English proficiency ELPAC 47.3% made growth Dashboard (Fall 2022)		EL's making Progress towards English proficiency ELPAC 55% made growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 3: 30.74% Moderately Developed Level 2: 42.01% Somewhat Developed Level 1: 19.26% Minimally			
Metrics State Priority 4: EL Reclassification Rate	EL Reclassification data: 9.3% Dataquest (2020-21)	EL Reclassification data: 5.5 % Dataquest (2020-21)	EL Reclassification data: 7% Dataquest (2021-22)		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. CUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	AP Exam Pass Rate: 0.7% Dashboard (2021-22)	AP Exam Pass Rate: 0.0% Dashboard (2022-23)		AP Exam pass rate : 1.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 65.82% Reported 3 or higher for the 11th grade CAASPP CAASPP (2020-21)	EAP: 58.41% Reported 3 or higher for the 11th grade CAASPP CAASPP (2021-22)		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: 41.1% Dashboard (2021-22)	Students who completed A-G requirements: 14.5% Dashboard (2022-23)		Students who completed A-G requirements: 65%
Metrics State Priority 4: CTE Programs: Corcoran High School CCI Indicator	Percent of pupils who completed CTE Pathway: 23.8% Dashboard (2020-21)	Percent of pupils who completed CTE Pathway: 36.1% Dashboard (2021-22)	Percent of pupils who completed CTE Pathway: 52.3% Dashboard (2022-23)		Percent of pupils who completed CTE Pathway: 72%
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)	Metrics State Priority 4: 20% Dashboard (2021-22)	Metrics State Priority 4: 9.5% Dashboard (2022-23)		Students who complete both A-G requirements and CTE Pathways: 60%
Metrics State Priority 7:	7A. 100% of students in Grades 1-8 have	7A. 100% of students in Grades 1-8 have	7A. 100% of students in Grades 1-8 have		7A. 100% of students in Grades 1-8 have

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education</p> <p>7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music</p> <p>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</p> <p>AERIES (2020-21)</p>	<p>100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education</p> <p>7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music</p> <p>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</p> <p>AERIES (2021-22)</p>	<p>100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education</p> <p>7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music</p> <p>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</p> <p>AERIES (2022-23)</p>		<p>100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education</p> <p>7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music</p> <p>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</p>
<p>Metrics State Priority 8: Local Benchmark Inspect Assessment-ELA</p> <p>A. All Students</p> <p>B. EL Students</p>	<p>Met or Exceeds Standards on Local Benchmark Assessment-ELA</p> <p>K-1 All: 42% K-1 EL: 30%</p> <p>2-3 All: 12%</p>	<p>Met or Exceeds Standards on Local Benchmark Assessment-ELA</p> <p>K-1 All: 48% K-1 EL: 39%</p> <p>2-3 All: 9%</p>	<p>Met or Exceeds Standards on Local Benchmark Assessment-ELA</p> <p>K-1 All: 45% K-1 EL: 34%</p> <p>2-3 All: 13%</p>		<p>A. Increase the percentage of CUSD students meeting or exceeding standards by 10%</p> <p>B. Increase the percentage of CUSD EL students meeting</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2-3 EL: 6% 4-5 All: 27% 4-5 EL: 13% 6-8 All: 22% 6-8 EL: 7% 9-12 All: 38% 9-12 EL: 17% School City (2020-21)	2-3 EL: 2% 4-5 All: 32% 4-5 EL: 12% 6-8 All: 24% 6-8 EL: 9% 9-12 All: 34% 9-12 EL: 17% School City (2021-22)	2-3 EL: 7% 4-5 All: 38% 4-5 EL: 27% 6-8 All: 23% 6-8 EL: 9% 9-12 All: 32% 9-12 EL: 11% School City (2022-23)		or exceeding standards by 10% School City (2023-24)
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)	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 60% K-1 EL: 47% 2-3 All: 16% 2-3 EL: 9% 4-5 All: 21% 4-5 EL: 6% 6-8 All: 26% 6-8 EL: 15% 9-12 All: 4% 9-12 EL: 0% School City (2021-22)	Met or Exceeds Standards on Local Benchmark Assessment-Math K-1 All: 58% K-1 EL: 54% 2-3 All: 19% 2-3 EL: 13% 4-5 All: 21% 4-5 EL: 13% 6-8 All: 26% 6-8 EL: 7% 9-12 All: 2% 9-12 EL: 2% School City (2022-23)		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	1.1 Support for Student Learning	Staff and assessment software 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. English learners' language acquisition will be supported through training and coaching of strategies by coaches; supported in learning of core content by intervention staff; and monitored for progress on an ongoing basis to determine EL services.	\$2,744,582.00	Yes
1.2	1.2 Academic Counselor	Academic Counselor support students who face barriers to academic achievement by: <ul style="list-style-type: none"> • 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. 	\$146,461.00	Yes
1.3	1.3 Class Size Reduction (K-3)	Reduce class size in the primary grades to 24:1. Class sizes are contract based at 30:1 in TK-5. As part of the Grade Span Adjustment, we will continue to move towards/maintain the 24:1 class sizes in K-3. These teachers would be selected from Bret Harte and John C. Fremont School. English learners, Foster Youth and Low income students will receive more individualized attention and interact more with the teacher when their class size is smaller. Teachers will have the ability to work with ELs, FY, and Low income students in	\$4,743,445.00	Yes

Action #	Title	Description	Total Funds	Contributing
		small groups, on an individual basis, and with greater frequency when class sizes are smaller.		
1.4	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, career technical education 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.	\$577,175.00	Yes
1.5	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 literacy. ERS will provide services such as staff development for elementary and secondary personnel, supporting and maintaining Destiny and the Digital Library consisting of paid and free online content, assisting school site personnel on library related content.	\$317,058.00	Yes
1.6	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. Career Technical Education 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.	\$524,235.00	Yes
1.7	1.7 21st Century Technology and Services	District provides access to 21st Century technology and digital integration to support all students' skills through: <ul style="list-style-type: none"> • Wireless infrastructure with sufficient wireless access points. 	\$1,037,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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. 		
1.8	1.8 Assessment 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.	\$0.00	No
1.9	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.	\$25,000.00	No
1.10	1.10 TCOE Education Resource Services Library and Multimedia Center	<p>ERS provides services such as:</p> <ul style="list-style-type: none"> • 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 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 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 		
1.11	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.	\$3,000.00	No
1.12	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.	\$70,000.00	No
1.13	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.	\$109,563.00	No
1.14	1.14 Ellevation Subscription	Ellevation allows classroom teachers, support staff and administrators to see test results, proficiency levels, student progress, all in one	\$11,340.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.15	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
1.16	1.16 Summer Programs	Math summer academic intervention support for students in middle school and high school provided through UC Merced.	\$0.00	No

Goal Analysis [2022-23]

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

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

Corcoran Joint Unified School District was able to successfully implement the actions and services planned. The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. Despite this, students made progress toward achieving grade-level standards and received a broad and rigorously academic educational program that builds towards college and career readiness.

Successes:

- Resource Teachers provided professional development to staff which focused on the specific skills teachers needed to implement and deliver standards-based lessons for all students along with additional contracted academic learning support services for site training.

* Intervention Teachers provided extra support to students who were experiencing difficulties in English Language Arts or Mathematics.

- Support was provided to English learners by the ELL District coach in designated classes
- Progress was made towards increasing the percent of pupils who completed CTE Pathways.
- Maintaining K-3 class sizes at a ratio of 1:24 or below.

- All services provided students with access to the core curriculum and grade level proficiency standards that prepared them for grade-level academic requirements that transfer into core classes.

Challenges in implementation:

* Progress monitoring of interventions and their data at regular intervals

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

1.1 Support for Student Learning- During the 22-23 School Year CJUSD shifted the 5 Literacy Coaches that were once coded in LCAP to Title I. Also, one of the three learning directors funded with LCFF funds did accept a new position at another LEA and remained unfilled for the remainder of the 22-23 School Year.

1.2 Academic Counselor- CJUSD now funds the COS Academic Counselor position 100%.

1.3 Class Size Reduction- The Salaries and Benefits were increased due to contract negotiations. There was a 9% increase to the salary schedule and a 1% added to health and welfare. Due to attrition and new staff, the increase does not represent the full extent of the negotiated increase of 9%.

1.4 Broad Course of Study- Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare.

1.5 Library Programs- Salaries and Benefits were increased due to contract negotiations. However, a Library Tech accepted a different position with CJUSD and was replaced by a new employee that was not placed as high as their predecessor was on the salary schedule.

1.6 CTE- Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare.

1.7- 21st Century- Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare.

1.8- The contract between CJUSD and Renaissance increased due to the need for more services and assessments for CJUSD students.

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

LCAP GOAL 1

Actions: 1.1, 1.2, 1.4, 1.5, 1.7

Metrics:

- Mathematics CAASPP Assessment: In the current year, the percentage of students who met or exceeded the math standards as measured by CAASPP increased 2.23% from the previous year.
- English Language Arts CAASPP Assessment (ELA): In the current year, the percentage of students who met or exceeded the ELA standards as measured by CAASPP increased 1.38% from the previous year.

- Local Benchmark Assessments-ELA: Compared to the 2021-22 overall rate, the percentage of students who met or exceeded the Language Arts standards measured by the Inspect ELA assessment was higher in grades 2-3 All Students, 2-3 EL Students, 4-5 All Students, and 4-5 EL Students. Students who scored lower than the year prior were grades K-1 All Students, K-1 EL Students, 6-8 All Students, 6-8 EL, 9-12 All Students and 9-12 EL. The largest discrepancy in students who met or exceeded occurred in K-1 All Students with a decrease of 3%. This was followed by 9-12 EL Students with a decrease of 6%. We are not yet meeting our 3-year desired outcome for disparity, and have not yet met desired outcome for the overall rate between the All Students Groups and the EL Students.
- Local Benchmark Assessments-Math: Compared to the 2021-22 overall rate, the percentage of students who met or exceeded the mathematics standards measured by the Inspect Mathematics assessment was higher in grades K-1 EL, 2-3 All Students, 2-3 EL, 4-5 EL, and 9-12 EL. Students who scored lower than the year prior were K-1 All Students, 6-8 EL, and 9-12 All Students. The largest discrepancy in students who met or exceeded occurred in 6-8 EL with a decrease of 8%. This was followed by K-1 and 9-12 All Students with a decrease of 2%. We are not yet meeting our 3-year desired outcome for disparity, and have not yet met the desired outcome for the overall rate between the All Students Groups and the EL Students.
- Programs/Services enable ELs to Access CA and ELD Standards: Utilizing our Student Information System and tracking ELs access to courses and ELD services, we have 100% of students enrolled in courses aligned to the CA State Standards and 100% of ELs enrolled in ELD services. We are meeting our 3-year desired outcome.
- English Language Learner Reclassification: In 2021-22, the percentage of English learners reclassified to Fluent English Proficient was 7%. We are not yet meeting our 3-year desired outcome.
- Standards Access: In 2022-23, the percentage of students who had access to a Broad Course of Study was 100%. We are meeting our 3-year desired outcome.

LCAP GOAL 1

Actions: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7

Metrics:

- College and Career Indicator (CCI Rate): Dashboard Indicator unavailable.
- A-G Completion: Compared to the 2021-22 overall rate, the percentage of graduating seniors who met the A-G college requirements decreased by 26.6%. We have not yet met our 3-year desired outcome for the overall rate.
- CTE Completion: Compared to the 2021-22 overall rate, the percentage of graduating seniors who completed at least one CTE pathway increased by 16.2%. We have not yet met our 3-year desired outcome for the overall rate.
- A-G AND CTE Completion: Compared to the 2021-22 overall rate, the percentage of graduating seniors who met the A-G college requirements and completed at least one CTE pathway was lower for the graduating class of 2022. There was a 10.5% decrease from the year prior. We have not yet met our 3-year desired outcome for the overall rate.
- College and Career Indicators (AP Pass Rate): Compared to the 2021-22 overall rate, the percentage of graduating seniors who received a passing score on one or more AP exams was lower than the year prior by 0.7%. We have not yet met our 3-year desired outcome for the overall rate and disparity.
- College and Career Indicators (Early Assessment Program): Compared to the 2021-22 overall rate, the percentage of grade 11 students who took the ELA Early Assessment Program and demonstrated preparedness for college and career (conditional or unconditional) was lower than the year prior by 7.41%. We are not yet meeting our 3-year desired outcome for the overall rate.

LCAP GOAL 1

Actions: 1.3, 1.4

Metrics:

- Broad Course of Study: In 2022-23, the percentage of students in grades 1-8 who received a broad course of study based on enrollment in ELA, math, science, social science, and PE is 100%. We have met our 3-year desired outcome.

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.

Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to material only and are not the result to changes in our programs.

Metrics:

CAASPP ELA and Math - Since the Fall Dashboard was reinstated, the Dashboard status results were used instead of utilizing the results to track student progress. When the full Fall Dashboard is reinstated, the metric will be reinstated to reflect the baseline and the progress made toward the desired outcome. In addition, student groups were added to reflect Differentiated Assistance eligible student groups.

EL's Making Progress - Since the Fall Dashboard was partially reinstated, the information for the ELPI is still status only. The metric reported for CJUSD English learner students reflects ELPAC Summative Scores-Status to show progress. When the ELPI resumes, the metric will be reinstated to reflect the baseline and the progress made toward the desired outcome.

A-G completion: Corcoran High School- Data was missing or incorrectly reported for this metric to the Dashboard. On the dashboard, only 32 students are reflected to have completed this requirement. However, our actual data should have been 58 students with a percent of 26% meeting the requirement, which is still below our desired outcome. The district is working with the High School to address the reporting of this information and will closely monitor the information uploaded and reported to the Dashboard.

Due to Differentiated Assistance (DA), Corcoran Joint Unified School District is committed to monitoring the following student groups: Students with Disabilities, English Learners, Homeless, White, Foster, and African American. CJUSD will work with Kings County Office of Education to determine causal factors of CAASPP-ELA and CAASPP-Math that have negatively affected our students. We will then engage in Plan-Do-Study-Act (PDSA) cycles to test small changes in an effort to reduce these disparities.

Actions:

1.8 Assessment Software-Eliminated action from Title I

1.10 TCOE Education Resource Services Library and Multimedia Center-Eliminated action from Title I

1.16 Summer Programs-Eliminated action from Title I

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

Goals and Actions

Goal

Goal #	Description
2	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 Joint 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 increased, as measured by either the CA Dashboard or Dataquest. Over the past 3 years, Suspension Rates have increased from Fall 2021 Dashboard rates at 2.5% to Fall 2022 rates at 5.8%. The District has seen Expulsion Rates fluctuate from 0.17% in DataQuest to 0.2% in the Fall of 2022. 45% of students on the LCAP 6-12 Survey responded that facilities such as cleaner bathrooms, classrooms, and playgrounds at school improve the learning experience. 8% of Staff and Parents believe that the condition of school facilities are important to the improvement of learning. The responses to these questions played a role in developing and maintaining this goal.

Furthermore, the District has experienced an increase of chronic absenteeism rates, especially with our Students with Disabilities*, English Learners*, Foster*, Homeless*, Socioeconomically Disadvantaged, African American*, and White* student groups in the last couple of years. According to the Dashboard Chronic Absenteeism Indicator, Students with Disabilities* increased from 38.9% in 2020-21 to 50.9% chronically absent in 2021-22. English learners* increased from 25.6% in 2020-21 to 47.4% chronically absent in 2021-22. The Homeless* student group increased from 55.2% in 2020-21 to 65.2% chronically absent in 2021-22, while our Foster* student group increased from 23.3% in 2020-21 to 43.3% chronically absent in 2021-22. Socioeconomically Disadvantaged student group increased from 28.4% in 2020-21 to 58.9% chronically absent in 2021-22. The African American* student group increased from 29.9% to 59.6%. Our White* student group was also impacted with an increase from 29.7% to 41.7% chronically absent in 2021-22. This increase of chronic absenteeism rates reinforces the need to continue 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. 26% of Students, Staff, and Parents/Families responded that Social-Emotional supports are needed to improve student learning. 14% 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.

(* - Signifies Differentiated Assistance [DA] eligible student groups)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Metrics State Priority 1:</p> <p>A. Teacher Credentialing Status Percentage of teachers fully credentialed</p> <p>B. Teacher Assignment</p> <ul style="list-style-type: none"> Number of teachers misassigned 	<p>A. Fully Credentialed 2020-21: 100%</p> <p>B. Misassigned 2020-21: 1</p> <p>School Accountability Report Card (SARC)</p>	<p>A. Fully Credentialed 2021-22: 100%</p> <p>B. Misassigned 2021-22: 0</p> <p>School Accountability Report Card (SARC)</p>	<p>A. Fully Credentialed 2022-23: 90%</p> <p>B. Misassigned 2022-23: 0</p> <p>School Accountability Report Card (SARC)</p>		<p>A. Fully Credentialed 2023-24: 100%</p> <p>B. Misassigned 2023-24: 0</p>
<p>Metrics State Priority 1:</p> <p>Instructional Materials Sufficiency</p> <p>Percentage of students with access to board-adopted instructional materials</p>	<p>Pupil access sufficient instructional materials 2020-21: 100%</p> <p>School Accountability Report Card (SARC)</p>	<p>Pupil access sufficient instructional materials 2021-22: 100%</p> <p>School Accountability Report Card (SARC)</p>	<p>Pupil access sufficient instructional materials 2022-23: 100%</p> <p>School Accountability Report Card (SARC)</p>		<p>Pupil access sufficient instructional materials 2023-24: 100%</p>
<p>Metrics State Priority 1:</p> <p>Facilities Condition</p>	<p>School Facilities in at least 'good repair': 2020-21: 100%</p>	<p>School Facilities in at least 'good repair': 2021-22: 100%</p>	<p>School Facilities in at least 'good repair': 2022-23: 100%</p>		<p>School Facilities in at least 'good repair': 2023-24: 100%</p>

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)	School Accountability Report Card (SARC)	School Accountability Report Card (SARC)		
Metrics State Priority 5: Attendance Rates	Attendance Rates: 94.36% CALPADS (2019-20)	Attendance Rates: 88% CDE J-18/19 Report (2021-22)	Attendance Rates: 91.5% (2022-23)		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: 27.4% Chronically Absent Dataquest (2020-21) in lieu of CA Dashboard (Fall 2021)	Chronic Absenteeism Rates: All Students: 49.6% Chronically Absent Added due to DA 2023: SWD: 58.9% Homeless: 65.2% EL: 47.4% White:41.7% Foster: 43.3% African American: 59.6% CA Dashboard (Fall 2022)		Chronic Absenteeism Rates: 10% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Metrics State Priority 5:</p> <p>Middle School Drop-out Rate</p> <p>Percentage of students who dropped out of prior to completing 8th grade last year</p>	<p>Middle School Dropout Rates:</p> <p>0.4%</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>Middle School Dropout Rates:</p> <p>0.3%</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>Middle School Dropout Rates:</p> <p>0.0%</p> <p>Source: CALPADS Reporting (District Analysis)</p>		<p>Middle School Dropout Rates:</p> <p>0%</p>
<p>Metrics State Priority 5:</p> <p>High School Drop-out Rate</p> <p>Percentage of students in the 4-year adjusted cohort who drop out of high school</p>	<p>High School Dropout Rates:</p> <p>3.9%</p> <p>Source: CDE Dataquest Reporting</p>	<p>High School Dropout Rates:</p> <p>2.7%</p> <p>Source: CDE Dataquest Reporting</p>	<p>High School Dropout Rates:</p> <p>7.8%</p> <p>Source: CDE Dataquest Reporting</p>		<p>High School Dropout Rates:</p> <p>2.5%</p>
<p>B. Metrics State Priority 5:</p> <p>E. Graduation Rate</p> <p>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade</p>	<p>High School Graduation Rates:</p> <p>93.5%</p> <p>CA Dashboard (Fall 2020)</p>	<p>High School Graduation Rates:</p> <p>85%</p> <p>CA Dashboard (Fall 2021)</p>	<p>High School Graduation Rates:</p> <p>88.6%</p> <p>CA Dashboard (Fall 2022)</p>		<p>High School Graduation Rates:</p> <p>96%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Metrics State Priority 6: A. Suspension Rate</p> <p>Percentage of students suspended 1 or more times during the school year</p> <p>Source: California School Dashboard</p>	<p>Suspension Rates: District: 5.4% Suspended at least once</p> <p>CA Dashboard (Fall 2019)</p>	<p>Suspension Rates: District: 2.5% Suspended at least once</p> <p>Source: CDE Dataquest (2020-21)</p>	<p>Suspension Rates: District: 5.8% suspended at least one day</p> <p>Added due to DA 2023: SWD: 8.8% Homeless: 8% EL: 3.8% White: 8.2% Foster: 15.9% African American: 15.5%</p> <p>CA Dashboard (Fall 2022)</p>		<p>Suspension Rates: District: 5% Suspended at least once</p>
<p>Metrics State Priority 6: B. Expulsion Rate</p> <p>Percentage of students expelled at any time during the school year</p>	<p>Expulsion Rates: 2018-19: 0.39%- Regular/Full Year 2019-20: 0.09%</p> <p>Source: CDE Dataquest</p>	<p>Expulsion Rates: 0.17%</p> <p>Source: CDE Dataquest (2020-21)</p>	<p>Expulsion Rates: 0.2%</p> <p>Source: CDE Dataquest (2021-22)</p>		<p>Expulsion Rates: 2023-24: The District's expulsion rate will be below 0.39%.</p>
<p>Metrics State Priority 6: C. School Climate Survey</p>	<p>2019-20 CA Healthy Kids Survey</p>	<p>CA Healthy Kids Survey will be discontinued and no longer used.</p>	<p>2022-23 Local Climate Survey (LCAP):</p>		<p>2023-24 CA Healthy Kids Survey</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)	<p>School Connectedness-Elementary: 55%* 6-12: 45%*</p> <p>School is a Safe Place-Elementary: 50%* 6-12: 48%* Staff: 93%*</p> <p>2020-21 Local Climate Survey (LCAP):</p> <p>School Connectedness-Elementary: 84%* 6-12: 79%*</p> <p>Safety-Elementary: 89.9%* Feel School is safe 6-12: 84.5%* Feel Safe at School 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</p>	<p>2021-22 Local Climate Survey (LCAP):</p> <p>School Connectedness-Elementary: 77%* 6-12: 76%* Staff: 83%* Families: 95%*</p> <p>Safety-Elementary: 84%* Feel School is safe 6-12: 74%* Feel Safe at School Staff: 94%* Feel school is a safe place for students to learn Staff: 90%* School is a Safe Place for Staff for Work Family: 91%* School is a Safe Place for Students to Learn</p> <p>* % reflect the amount of respondents who Strongly Agree/Agree with each area/statement</p>	<p>School Connectedness-Elementary: 77%* 6-12: 76%* Staff: 82%* Families: 96%*</p> <p>Safety-Elementary: 68%* Feel School is safe 6-12: 67%* Feel Safe at School Staff: 88%* Feel school is a safe place for students to learn Staff: 86%* School is a Safe Place for Staff for Work Family: 90%* School is a Safe Place for Students to Learn</p> <p>* % reflect the amount of respondents who Strongly Agree/Agree with each area/statement</p>		<p>Increase student responses by 10% in School Connectedness and "School is a Safe Place".</p> <p>Maintain positive staff responses above 90% in the area of "School is a Safe Place."</p> <p>2023-24 Local Climate Survey:</p> <p>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.</p> <p>The percentage of students who agree or strongly agree with the statement, "Feel School is safe" on the LCAP Elementary Survey and LCAP 6-12 Survey will be 80% or more.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Family: 89.3%*</p> <p>School is a Safe Place for Students to Learn</p> <p>* % reflect the amount of respondents who Strongly Agree/Agree with each area/statement</p>				<p>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.</p> <p>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.</p> <p>The percentage of family/parents who agree or strongly agree with the statement, "School is a Safe Place for Students to Learn" on the LCAP Family Survey will be 80% or more.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$1,300,000.00	Yes
2.2	2.2 Safe Environments	The district promotes 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 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.	\$1,211,982.00	Yes
2.3	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 relentless in creating a positive, safe and stimulating environment for all to improve 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, school psychologists, and mental health clinicians 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	\$2,326,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with the implementation of a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline.		
2.4	2.4 Mental Health Services	District-wide mental health personnel for diagnosing and addressing student behavior and implementing a treatment plan.	\$0.00	No

Goal Analysis [2022-23]

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

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

In accordance with the Facility Master Plan, all schools meet state and federal standards for safety, cleanliness, and adequacy with facilities being in good repair and receiving regular maintenance. All sites are in compliance with the American Disabilities Act and are constantly monitored to ensure our facilities are accessible to all persons. All supervision of students through the use of yard supervisors, campus security personnel and crossing guards provided a safe environment for students and staff. Positive Behavior Interventions and Supports is an area that needs additional training and implementation at all sites.

Successes:

- * Hiring of additional Safety Supervisors (2)
- * Expansion of Transitional Kindergarten classroom wing at Bret Harte Elementary and new classroom wing at Corcoran High School
- * New roofing at John C. Fremont, baseball bleachers at Corcoran High School, new classroom doors at Bret Harte and John Muir Middle School (for safety measures), HVAC at Corcoran High School gym, and new fencing at the Ag Farm
- * New marquees at John Muir and Mark Twain schools

Challenges:

- * Due to the expansion of support services, the coordination of these student support services has been a challenge
- * Lack of housing/facilities for the staff in these new support services positions

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

2.2 Safe Environments- Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare.

2.3 Student Well-Being- Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare.

2.4 Mental Health Services- Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare. Three Elementary School Vice Principals were added to the LCAP in 21-22 and were hired in January of 2022, the amount budgeted for this position was lower than the actuals for the 2022-2023 school year.

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

LCAP GOAL 2

Actions: 2.1, 2.2, 2.4

Metrics:

- School Facilities: In 2022-23, all schools met or exceeded a "good" rating on the Facilities Inspection Tool, and we are meeting our 3-year desired outcome.
- Credentialed Staffing: In 2022-23, the percentage of teachers properly credentialed and appropriately assigned was 90%. We have not yet met our 3-year desired outcome.

Metrics:

- Instructional Materials Sufficiency: In 2022-23, the percentage of students who had access to standards-aligned instructional materials was 100%. We are meeting our 3-year desired outcome.
- School Climate Survey: Compared to the 2021-22 data, the percent of students who responded with "agree" or "strongly agree" on the school connectedness portion of the LCAP Student Surveys remained the same for both elementary students for 6-12 students. We are not meeting our 3-year desired outcome for students feeling connected to school.
- Safety: Compared to the 2020-21 baseline data, the percent of students, parents, and staff who responded "agree" or "strongly agree" on the safety portion of the LCAP district climate surveys decreased for all groups. It decreased by 16% for elementary students, 7% for 6-12 students, 4% for staff, and 1% for family/parents. We are not meeting our 3- year desired outcome for students, parents and staff feeling school is a safe place to learn/work.

LCAP GOAL 2

Actions: 2.2, 2.3, 2.4

Metrics:

- Chronic Absenteeism: Compared to the 2021-22 overall rate, the percentage of students who were chronically absent in grades TK-8 increased by 22.2%. We have not yet met our 3-year desired outcome for the overall rate.
- Attendance: Compared to the 2021-22 overall rate, the attendance rate for students in CJUSD decreased by 6.36%. We have not yet met our 3-year desired outcome for the overall rate.
- Suspension Rate: Compared to the 2021-22 overall rate, the percentage of students who have one or more days of home/in-school suspension increased by 3.3%. We have not met our 3-year desired outcome for the overall rate.

- Expulsion Rate: In 2021-22, the overall percentage of students expelled from school was 0.2%. We are meeting our 3-year desired outcome.
- High School Dropout Rate: Compared to the 2021-22 overall rate, the percentage of high school students who dropped out (based on the 4-year cohort outcomes) increased by 5.1% overall. We are not meeting our 3-year desired outcome for high school dropout rate.
- Middle School Dropout Rate: In 2022-23, the overall percentage of middle school students (grades 6-8) who dropped out of school was 0.0%. We are meeting our 3-year desired outcome.

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.

Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to material only and are not the result to changes in our programs.

Metrics

Due to Differentiated Assistance (DA), Corcoran Joint Unified School District is committed to monitoring the following student groups: Students with Disabilities, English Learners, Homeless, White, Foster, and African American. CJUSD will work with Kings County Office of Education to determine causal factors of Suspension and Chronic Absenteeism that have negatively affected our students. We will then engage in Plan-Do-Study-Act (PDSA) cycles to test small changes in an effort to reduce these disparities.

Actions

2.4 Mental Health Services-Eliminated action from Title I

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Corcoran Joint 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 95% of parents who responded agree or strongly agree that they were given the opportunity to provide input on decisions.

Under this goal, Corcoran Joint 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 Number of parents/guardians/co	Parents/Community Members who responded to the survey: 373 LCAP Parent/Community Survey (2020-21)	Parents/Community Members who responded to the survey: 670 LCAP Parent/Community Survey (2021-22)	Parents/Community Members who responded to the survey: 738 LCAP Parent/Community Survey (2022-23)		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
Community members responding to school input surveys					
<p>Metrics State Priority 3:</p> <p>B. District promotion of parental participation: Unduplicated pupils and</p> <p>Percentage of parents invited to participate in meetings and/or activities</p>	<p>Percentage of parents/guardians of unduplicated pupils: 100% invited</p> <p>Source: ParentLink</p>	<p>Percentage of parents/guardians of unduplicated pupils: 100% invited</p> <p>Source: ParentLink</p>	<p>Percentage of parents/guardians of unduplicated pupils: 100% invited</p> <p>Source: ParentSquare</p>		<p>Percentage of parents/guardians of unduplicated pupils: 100% invited</p>
<p>Metrics State Priority 3:</p> <p>C. District promotion of parental participation: Individuals with exceptional needs</p> <p>Percentage of parents invited to participate in meetings and/or activities</p>	<p>Percentage of parents/guardians of individuals with exceptional needs: 100% invited</p> <p>Source: ParentLink</p>	<p>Percentage of parents/guardians of individuals with exceptional needs: 100% invited</p> <p>Source: ParentLink</p>	<p>Percentage of parents/guardians of individuals with exceptional needs: 100% invited</p> <p>Source: ParentSquare</p>		<p>Percentage of parents/guardians of individuals with exceptional needs: 100% invited</p>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$62,266.00	Yes
3.2	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.	\$168,671.00	Yes
3.3	3.3 Parent Engagement	Fingerprinting costs will be paid by the district, giving more parents the opportunity to participate in the classrooms, chaperone field trips and support other school activities.	\$2,000.00	No

Goal Analysis [2022-23]

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

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

Analysis: In accordance with the actions and services provided our goal was to support parents, families and community members in the engagement of the education of their child/ren and the students in the Corcoran Joint Unified School District. All services provided met our goals.

Successes in Implementation:

- ParentSquare software, the district and site online parent communication system, provided parents with current and updated information.
- Using Aeries Software, parents monitored their child's grades, assignments, and attendance at any time of the day or night.
- The Parent Liaison provided targeted assistance to parents of English learners during DELAC, ELAC, SSC, and many other district and site meetings. She contacted parents and helped translate at 100% of meetings held from August through January.
- The Parent Liaison provided targeted assistance to parents of English learners. She continually contacted parents and helped translate at meetings 100% of the time from August through January as measured by meeting rosters, agendas and sign-in sheets. She provided resources and additional assistance as needed to the families of English learners, school sites and the district.

Challenges:

- Parent involvement continues to be a challenge. CJUSD will continue to look for different avenues to bring parents into the District and to the school sites to become a part of our learning community.
- The Parent Liaison provided targeted assistance to parents of English learners but was unavailable from February through June.

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

Action 3.1 - Beginning in the 2022-2023 school year, Corcoran Joint Unified School District invested in Aeries-hosted ParentSquare. ParentSquare is utilized to disseminate information to the parents of CJUSD students.

Action 3.2 - Salaries and Benefits were increased due to contract negotiations. The salary schedule was increased by 9% and 1% was added to Health and Welfare. Action 3.2 was budgeted lower than expected actuals in the 2022-2023 budget development, creating a total increase of 12.90% to action 3.2

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

LCAP GOAL 3 Actions: 3.1, 3.2

Metrics:

- Parent Input in decision making: Compared to the 2020-21 baseline data, the number of parents who participated in the LCAP Family/Community Survey increased from 373 to 738. We are meeting our 3-year desired outcome for parents participating in the survey.
- District promotion of parental participation: Unduplicated pupils: Using ParentSquare to communicate with parents/families/guardians of unduplicated pupils, 100% were invited to all events using the software's features of phone calls, text, and email. We are meeting our 3-year desired outcome for promotion of parental participation of unduplicated pupils.
- District promotion of parental participation: Individuals with exceptional needs: Using ParentSquare to communicate with parents/families/guardians of individuals with exceptional needs, 100% were invited to all events using the software's features of

phone calls, text, and email. We are meeting our 3-year desired outcome for promotion of parental participation of individuals with exceptional needs.

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.

Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to material only and are not the result to changes in our programs.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$13,368,776	1,605,359

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.23%	0.00%	\$0.00	39.23%

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

Required Descriptions

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

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 decreased 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 English learners were 72.8 points below standard (Very Low), Foster Youth were 114.2 points below standard (Very Low), and Low-income students were 53.3 points below standard (Low). In CAASPP-Math the performance for English learners was 116.2 points below standard (Very Low), Foster Youth performed at 170.8 points below standard (Very Low), and Low-income students were 106.6 points below standards (Very Low). In order to address this condition of our unduplicated students, we will continue to provide Intervention Teachers and data systems 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 (50.2 points below standard [Low] ELA; 102.8 points below standard [very low]-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 decreased to 0%, a 19.7% decrease from year prior; our low-income at 13.7% decreased by 27.9% from the year prior; and our All students group at 14.5% also decreased by 26.6% from the year prior. 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 (14.5%).

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. 42% of Staff responses and 27% 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. In ELA, the Inspect district benchmarks show unduplicated pupils with passing rates of the following: Low Income (28%), English learners (20%), and Foster Youth (0%) compared to All Students (30%). 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. Currently, class sizes are contract based at 30:1 in TK-5, therefore reducing them to the LCFF target of 24:1 will allow unduplicated pupils to receive more individualized attention, increased 1-1 support, and to 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 lower classroom sizes, and because the actions meet the needs most associated with small group instruction and experiences of smaller class ratios, we expect that the performance on their ELA local benchmark assessments will increase the passing rates of their ELA assessments equal to those 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. 31.8% of Family's, 41.7% of Staff and 41.1% 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. In ELA, the Inspect district benchmarks show unduplicated pupils with passing rates of the following: Low Income (28%), English learners (20%), and Foster Youth (0%) compared to All Students (30%). 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 increase the passing rates of their ELA assessments equal to those of the All Student group.

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 CAASPP-ELA, the difference is English learners were 72.8 points below standard (Very Low), Foster Youth were 114.2 points below standard (Very Low), and low-income students were 53.3 points below standard (Low). 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 (50.2 points below standard [Low] 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. 31.8% of Families, 41.7% of Staff, and 41.1% 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. CTE completion rates of at least one pathways based on Dashboard Additional Reports: CCI information for our unduplicated pupils are as follows: Low-income (51.4%), English Learners (18.8%), Foster Youth (* due to the low number of students in this subgroup, a percent could not be provided by Dataquest). This is compared to the All Student completion rate of 52.3%. 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 an increase in the percent of unduplicated pupils who complete the CTE pathways to be significantly more than the average percent of the All Students group, as measured in reports provided through the Dashboard Additional Reports and Data: CCI.

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. 17% of Family's, 6% of Staff and 16% 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. 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 of our students and staff 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. In ELA, the Inspect district benchmarks show unduplicated pupils with passing rates of the following: Low Income (28%), English learners (20%), and Foster Youth (0%) compared to All Students (30%). 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 classroom, especially supporting them in ELA.

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 ELA local benchmark assessments will increase the passing rates of their ELA assessments equal to 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. 23% of LCAP Student Survey and 89.5% of Family Survey respondents believe it is important to improve buildings and classrooms as a way to improve the learning experience. 79% 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. In ELA, the Inspect district benchmarks show unduplicated pupils with passing rates of the following: Low Income (28%), English learners (20%), and Foster Youth (0%) compared to All Students (30%). School facilities will continue to be maintained and in Good Repair in order to increase the performance of our unduplicated pupils. Providing our low-income students, English Learners, and Foster Youth students with well maintained facilities will improve the learning experience and will increase the passing rates of their ELA assessments equal to those of the All Student group.

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 educational partner response of 75% 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 English Learners were at 47.4% (Very High), Low-income students at 50.9% (Very High) and Foster Youth at 43.3% (Very High). In consideration of these high rates in Chronic Absenteeism 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 75.6% 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 low response rate and a decrease of 9.1% from the year prior, student well-being remains a priority to the district as it influences academic performance.

A review of unduplicated students’ Suspension rates indicates an overall rate of 5.8% students suspended at least one day (High), with English Learners at 3.8% which is lower than the district rate (Medium), Low-income students at 5.9% (High), and Foster Youth increasing to 15.9% (Very High). In consideration of this performance gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue 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 to have a lower rate than that of the All Students group.

Action 3.1 Communication Software

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 96.4% 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 is English learners were 72.8 points below standard (Very Low), Foster Youth were 114.2 points below standard (Very Low), and Low-income students were 53.3 points below standard (Low). In CAASPP-Math the performance for English learners was 116.2 points below standard (Very Low), Foster Youth

performed at 170.8 points below standard (Very Low), and Low-income students were 106.6 points below standards (Very Low). 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/ren's grades. These services include AERIES for the parent portal and ParentSquare 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. ParentSquare 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 (50.2 points below standard [Low] ELA; 102.8 points below standard [very low]-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 98% 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 ELA for low-income students and English learners. In ELA, the Inspect district benchmarks show unduplicated pupils with passing rates of the following: Low Income (28%), English learners (20%), and Foster Youth (0%) compared to All Students (30%). 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 ELA academic performance and local benchmark scores increasing the passing rates of their ELA assessments equal to those of the All Student group.

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 89% 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 11% 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. ParentSquare 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.

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

Additional concentration grant add-on funding will continue to be used to provide direct services to students at schools that have a high concentration of unduplicated pupils. All of our schools are above the unduplicated pupil threshold of 55%. Below is how the staff is used to provide direct services to students at schools who have a high concentration of unduplicated pupils:

Goal 1, Support for Student Learning-Action 1.1-Full time Vice Principal at each elementary school - The Vice-Principal at the elementary school sites will assist in the data collection, intervention and progress monitoring of students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. They will also support general and special education teachers with program implementation, teacher coaching, professional development, and instruction. This impacts the in-classroom supports received by unduplicated pupils and will provide additional support in the classrooms for students.

Goal 2, Student Well-being-Action 2.3-Full time Counselor at each elementary school- Each of the elementary schools will have a counselor position added at the school site to 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. Counselors help promote positive school climate by encouraging positive student behaviors.

Goal 2, Student Well-being-Action 2.3-Full time (8-hour) Licensed Vocational Nurse at each school site- LVNs at the school sites will be increased from 5.75 hours to full 8-hour positions. 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.

Goal 2, Student Well-being-Action 2.3-Full time Health Care Coordinator shared by all school sites- A full time Health Care Coordinator, who is also a Registered Nurse, will be hired and split among all six school sites in the district in order to support the health needs of individual students such as eye exams, hearing exams, training of all LVNs in the District on adequate medical and health procedures, supporting school sites with medical needs that may arise, assisting in developing medical/health plans for students at school sites, training staff on First Aid procedures for students, and used to connect students and families to the appropriate services and resources.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	25:1
Staff-to-student ratio of certificated staff providing direct services to students	0	18:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,119,915.00			\$281,222.00	\$15,401,137.00	\$12,955,281.00	\$2,445,856.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Support for Student Learning	English Learners Foster Youth Low Income	\$2,744,582.00	\$0.00	\$0.00	\$0.00	\$2,744,582.00
1	1.2	1.2 Academic Counselor	English Learners Foster Youth Low Income	\$146,461.00	\$0.00	\$0.00	\$0.00	\$146,461.00
1	1.3	1.3 Class Size Reduction (K-3)	English Learners Foster Youth Low Income	\$4,743,445.00	\$0.00	\$0.00	\$0.00	\$4,743,445.00
1	1.4	1.4 Broad Course of Study	English Learners Foster Youth Low Income	\$577,175.00	\$0.00	\$0.00	\$0.00	\$577,175.00
1	1.5	1.5 Library Programs	English Learners Foster Youth Low Income	\$276,356.00	\$0.00	\$0.00	\$40,702.00	\$317,058.00
1	1.6	1.6 Career and Technical Education (CTE) Pathways and Programs	English Learners Foster Youth Low Income	\$524,235.00	\$0.00	\$0.00	\$0.00	\$524,235.00
1	1.7	1.7 21st Century Technology and Services	English Learners Foster Youth Low Income	\$1,037,922.00	\$0.00	\$0.00	\$0.00	\$1,037,922.00
1	1.8	1.8 Assessment Software	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.9	1.9 Professional Development for Staff	Homeless/Foster Youth All	\$0.00	\$0.00	\$0.00	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	1.10 TCOE Education Resource Services Library and Multimedia Center	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.11	1.11 Homeless/Foster Services	Homeless/Foster Youth All	\$0.00	\$0.00	\$0.00	\$3,000.00	\$3,000.00
1	1.12	1.12 Capturing Kids Hearts	All	\$0.00	\$0.00	\$0.00	\$70,000.00	\$70,000.00
1	1.13	1.13 New Teacher Induction	All	\$0.00	\$0.00	\$0.00	\$109,563.00	\$109,563.00
1	1.14	1.14 Ellevation Subscription	English Learners	\$0.00	\$0.00	\$0.00	\$11,340.00	\$11,340.00
1	1.15	1.15 Rosetta Stone	English Learners	\$0.00	\$0.00	\$0.00	\$19,617.00	\$19,617.00
1	1.16	1.16 Summer Programs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	2.1 Facility Maintenance and Improvements	English Learners Foster Youth Low Income	\$1,300,000.00	\$0.00	\$0.00	\$0.00	\$1,300,000.00
2	2.2	2.2 Safe Environments	English Learners Foster Youth Low Income	\$1,211,982.00	\$0.00	\$0.00	\$0.00	\$1,211,982.00
2	2.3	2.3 Student Well-being	English Learners Foster Youth Low Income	\$2,326,820.00	\$0.00	\$0.00	\$0.00	\$2,326,820.00
2	2.4	2.4 Mental Health Services	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	3.1 Communication Software	English Learners Foster Youth Low Income	\$62,266.00	\$0.00	\$0.00	\$0.00	\$62,266.00
3	3.2	3.2 Home/School Connection	English Learners Foster Youth Low Income	\$168,671.00	\$0.00	\$0.00	\$0.00	\$168,671.00
3	3.3	3.3 Parent Engagement	All				\$2,000.00	\$2,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$34,079,245.00	\$13,368,776	39.23%	0.00%	39.23%	\$15,119,915.00	0.00%	44.37 %	Total:	\$15,119,915.00
								LEA-wide Total:	\$9,128,599.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$5,991,316.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1 Support for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,744,582.00	
1	1.2	1.2 Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	\$146,461.00	
1	1.3	1.3 Class Size Reduction (K-3)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bret Harte and John C. Fremont	\$4,743,445.00	
1	1.4	1.4 Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bret Harte, John C. Fremont, Mark Twain, John Muir Middle School	\$577,175.00	
1	1.5	1.5 Library Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$276,356.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	1.6 Career and Technical Education (CTE) Pathways and Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	\$524,235.00	
1	1.7	1.7 21st Century Technology and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,037,922.00	
2	2.1	2.1 Facility Maintenance and Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,300,000.00	
2	2.2	2.2 Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,211,982.00	
2	2.3	2.3 Student Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,326,820.00	
3	3.1	3.1 Communication Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,266.00	
3	3.2	3.2 Home/School Connection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,671.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$15,309,064.00	\$15,543,738.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Support for Student Learning	Yes	\$3,822,083.00	\$3,340,996.00
1	1.2	1.2 Academic Counselor	Yes	\$110,415.00	\$145,761.00
1	1.3	1.3 Class Size Reduction (K-3)	Yes	\$4,433,432.00	\$4,526,959.00
1	1.4	1.4 Broad Course of Study	Yes	\$406,209.00	\$475,926.00
1	1.5	1.5 Library Programs	Yes	\$332,809.00	\$345,903.97
1	1.6	1.6 Career and Technical Education (CTE) Pathways and Programs	Yes	\$796,738.00	\$850,084.00
1	1.7	1.7 21st Century Technology and Services	Yes	\$1,037,655.00	\$1,042,089.26
1	1.8	1.8 Assessment Software	No	\$31,479.00	\$149,153.00
1	1.9	1.9 Professional Development for Staff	No	\$15,000.00	\$15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.10 TCOE Education Resource Services Library and Multimedia Center	No	\$40,702.00	\$40,702.00
1	1.11	1.11 Homeless/Foster Services	No	\$6,000.00	\$6,000.00
1	1.12	1.12 Capturing Kids Hearts	No	\$140,100.00	\$140,100.00
1	1.13	1.13 New Teacher Induction	No	\$106,217.00	\$106,217.00
1	1.14	1.14 Ellevation Subscription	No	\$11,340.00	\$11,340.00
1	1.15	1.15 Rosetta Stone	No	\$19,617.00	\$19,617.00
1	1.16	1.16 Summer Programs	No	\$16,534.00	\$16,534.00
2	2.1	2.1 Facility Maintenance and Improvements	Yes	\$1,300,000.00	\$1,300,000.00
2	2.2	2.2 Safe Environments	Yes	\$879,441.00	\$965,383.00
2	2.3	2.3 Student Well-being	Yes	\$1,397,672.00	\$1,513,410.00
2	2.4	2.4 Mental Health Services	No	\$223,551.00	\$308,039.00
3	3.1	3.1 Communication Software	Yes	\$38,173.00	\$62,266.00
3	3.2	3.2 Home/School Connection	Yes	\$141,897.00	\$160,258.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	3.3 Parent Engagement	No	\$2,000.00	\$2,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$12,936,082.00	\$14,696,524.00	\$14,729,036.26	(\$32,512.26)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Support for Student Learning	Yes	\$3,822,083.00	\$3,340,996.00		
1	1.2	1.2 Academic Counselor	Yes	\$110,415.00	\$145,761.000		
1	1.3	1.3 Class Size Reduction (K-3)	Yes	\$4,433,432.00	\$4,526,959.00		
1	1.4	1.4 Broad Course of Study	Yes	\$406,209.00	\$475,926.00		
1	1.5	1.5 Library Programs	Yes	\$332,809.00	\$345,904.00		
1	1.6	1.6 Career and Technical Education (CTE) Pathways and Programs	Yes	\$796,738.00	\$850,084.00		
1	1.7	1.7 21st Century Technology and Services	Yes	\$1,037,655.00	\$1,042,089.26		
2	2.1	2.1 Facility Maintenance and Improvements	Yes	\$1,300,000.00	\$1,300,000.00		
2	2.2	2.2 Safe Environments	Yes	\$879,441.00	\$965,383.00		
2	2.3	2.3 Student Well-being	Yes	\$1,397,672.00	\$1,513,410.00		
3	3.1	3.1 Communication Software	Yes	\$38,173.00	\$62,266.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	3.2 Home/School Connection	Yes	\$141,897.00	\$160,258.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$31,877,974.00	\$12,936,082.00	0.00%	40.58%	\$14,729,036.26	0.00%	46.20%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022