LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arvin Union School District
CDS Code: 15-63313-0000000
School Year: 2023-24
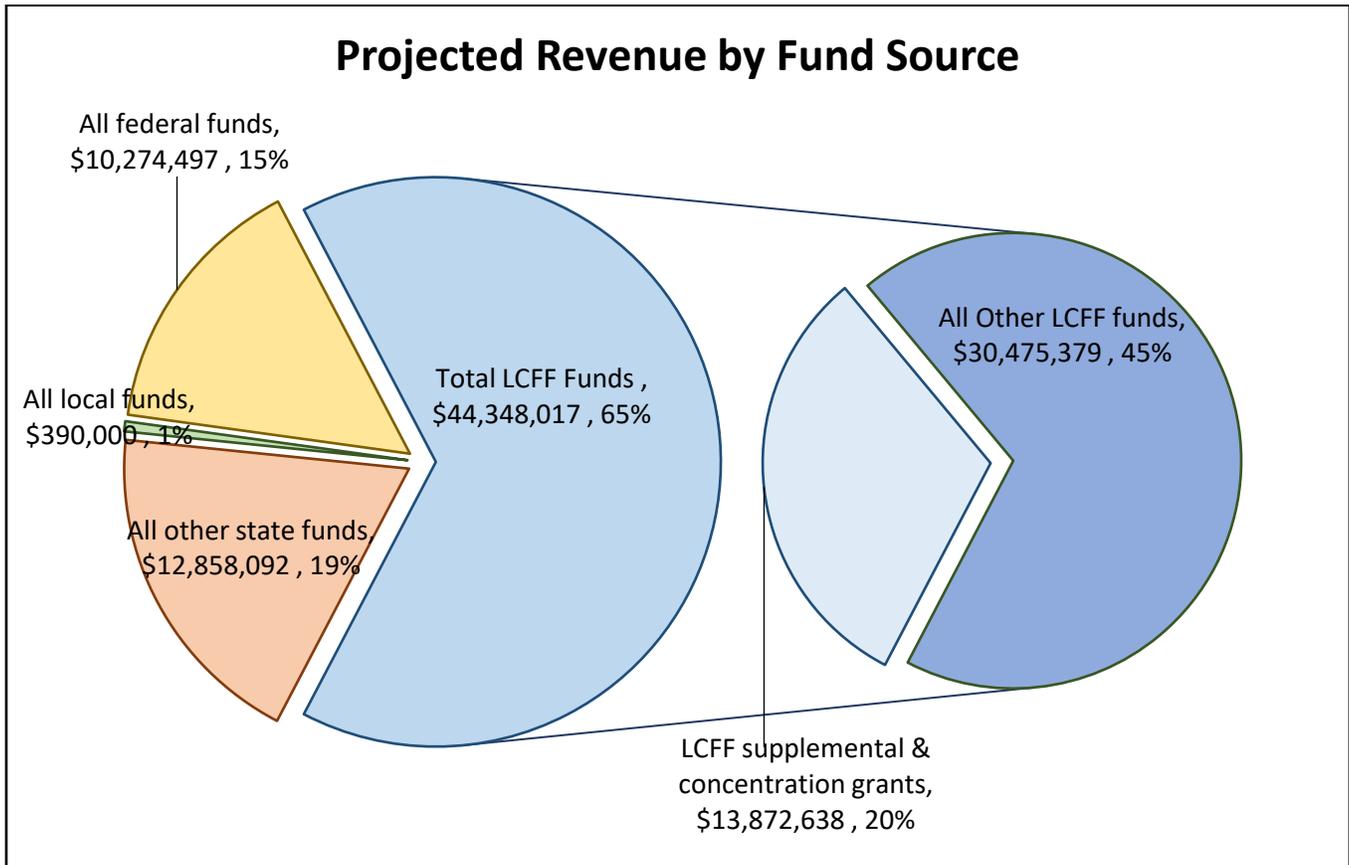LEA contact information:
Georgia Rhett
District Superintendent
rhett@arvin-do.com
(661) 854-6500

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

All federal funds, $10,274,497 , 15%

All local funds, $390,000 , 1%

All other state funds, $12,858,092 , 19%

Total LCFF Funds , $44,348,017 , 65%

All Other LCFF funds, $30,475,379 , 45%

LCFF supplemental & concentration grants, $13,872,638 , 20%

This chart shows the total general purpose revenue Arvin Union 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 Arvin Union School District is $67,870,606, of which $44,348,017 is Local Control Funding Formula (LCFF), $12,858,092 is other state funds, $390,000 is local funds, and $10,274,497 is federal funds. Of the $44,348,017 in LCFF Funds, $13,872,638 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.
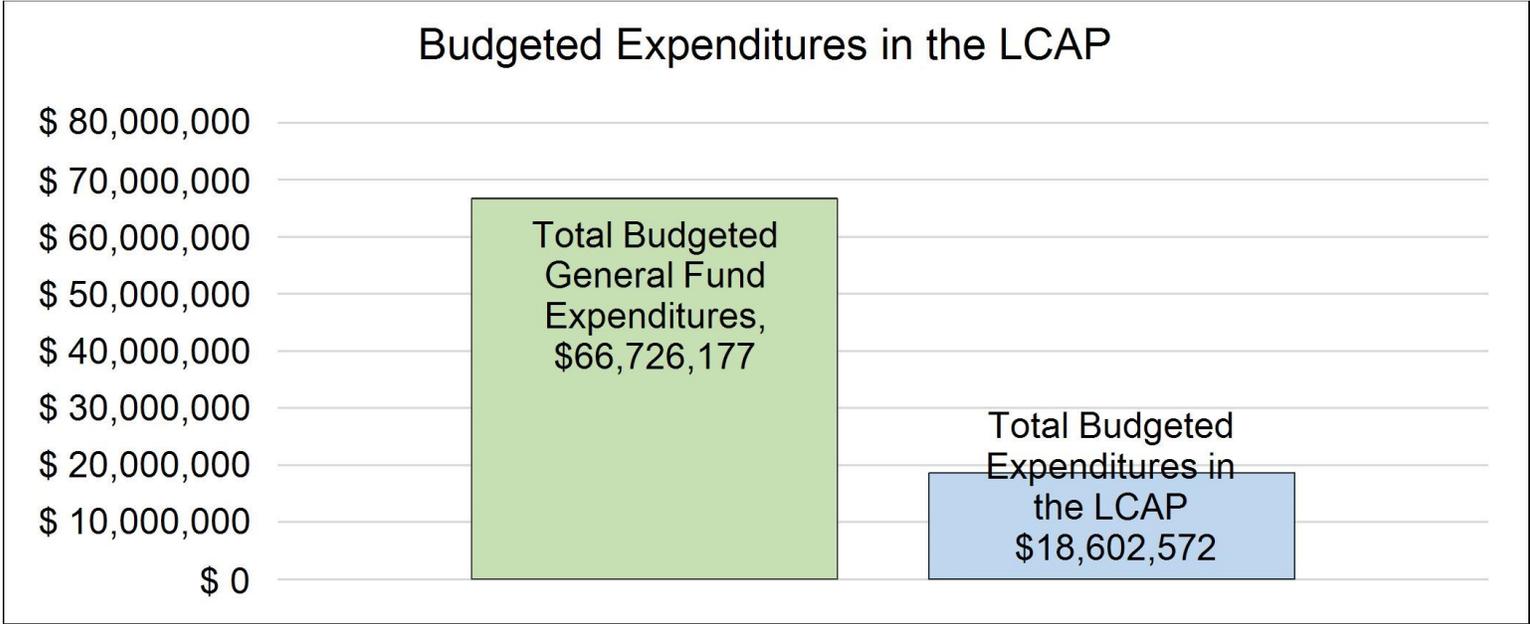
This chart provides a quick summary of how much Arvin Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arvin Union School District plans to spend $66,726,177 for the 2023-24 school year. Of that amount, $18,602,572 is tied to actions/services in the LCAP and $48,123,605 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
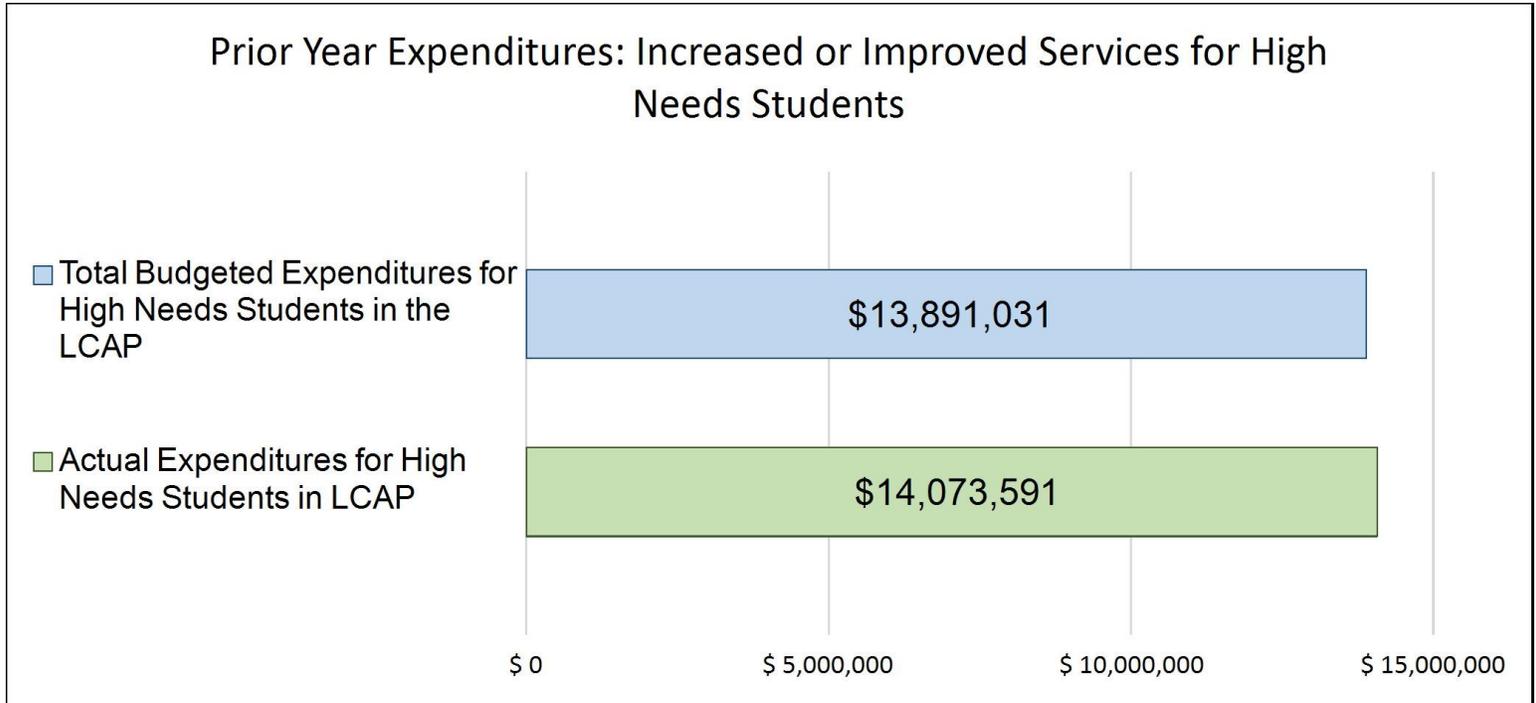
General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include textbooks, books and supplies, services and operating expenditures (ex. utilities), and capital outlay.

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

In 2023-24, Arvin Union School District is projecting it will receive $13,872,638 based on the enrollment of foster youth, English learner, and low-income students. Arvin Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arvin Union School District plans to spend $13,872,638 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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$13,891,031
☐ Actual Expenditures for High Needs Students in LCAP	$14,073,591

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

This chart compares what Arvin Union 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 Arvin Union 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, Arvin Union School District's LCAP budgeted $13,891,031 for planned actions to increase or improve services for high needs students. Arvin Union School District actually spent $14,073,591 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
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

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.

The District School Board takes an active role in leadership for our district. With input from data and educational partners the following vision continues to guide our work: "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork.

At the time of this writing, the Arvin Union School District serves approximately 2940 students in Transitional Kindergarten through eighth grade at four school sites. Transitional Kindergarten classes are held at the Bear Mountain campus and currently include approximately 90 students which are included in the Bear Mountain Elementary enrollment. One class is not included in Average Daily Attendance as the class is outside the mandatory date range for TK. The district has three elementary schools ranging in size from 726 to 834 students (Bear Mountain, El Camino Real, and Sierra Vista) and one middle school (Haven Drive) serving 646 students. Preschool classes are available at Sierra Vista and Bear Mountain through state preschool and a district preschool for Students with Special Needs is housed at Bear Mountain Elementary. Personnel are dedicated to expanding academic, physical, behavioral, and mental health services with support from supplemental services funded through Local Control Funding, Title funds, short term COVID related funding, American Rescue Plan funding, ESSER funds, the Migrant Program, the Family Resource Center - First 5, and a Community Schools grant.

Based on information gathered at the beginning of February 2023 from the Kern Integrated Data System supported through the Kern County Superintendent of Schools Office, unduplicated student populations include, from most to least: 91.3% Socio-Economically Disadvantaged, 61.2% English Learners, 5.7% Homeless, and 0.4% Foster Youth. The English Learner population is mainly Spanish speaking with a very small population of Arabic and native languages. Ethnicities within the district include 95.9% Hispanic, 2.5% White, 0.16% Asian, and 0.9% African American, 0.19% Filipino, and 0.06% American Indian/Native. Students with Disabilities are 8.8% of the district's enrollment and 13.4% qualify for Migrant services. The unduplicated LCFF percentage utilized from the 2023 calculator is 96.55%.

District schools are filled with staff dedicated to supporting students while the expertise of staff varies from veteran and highly trained to a large number of new staff who are just entering the education profession. Support offerings within the district are many yet have been determined through the Continuous Improvement Process to not be adequately aligned or tiered to service student needs in a manner to accelerate growth at a significant enough rate to move out of the low or lowest, or the highest in regard to absenteeism, bands of the State Dashboard.

Our community is surrounded by agriculture and many of our students' parents work in some faction of the agricultural cycle working very long hours. As a semi-rural community, the drive times to work for parents whether to offices, business, local warehouses, or the fields can be 30 minutes or more. The city has transformed over the past years from a small-town atmosphere to a small city with significantly varied socio-economic status areas. Social issues impacting the city are visible homelessness, crime, violence, building blight, and a lack of adequate public services. Unemployment is high and above the state average. Family ties and friendships are strong for many providing wide-spread support systems. In opposition, there are newcomers to town who may not have a local structure for support such as childcare or to meet transportation needs. Homebuilding continues in several areas of the city. Local resources are not expanding at the same rate as the need. Entertainment and recreation opportunities other than city parks, which have not been kept up, are not available. In addition, technology access suffers due to limited tower access in this far south end of the San Joaquin Valley. Many of our students and their families are isolated from services provided in the metropolitan area of Bakersfield due to distance and economic circumstances. Local business services remain largely limited to small vendors and health services are limited. A new health center is being constructed on Arvin's main street which is a positive for the community.

COVID-19 had a significant impact on Arvin students and families including physical and mental health as well as academic success. The elements within our strategic plan are outcomes of partnering with our community, families, and staff for increased services to support improving outcomes for students in spite of recent hardships.

Reflections: Successes

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

The district vision created by our school board four years ago has remained intact and leads a commitment to maintain successful actions previously in place and to inspire the addition of new or expanded supports for students, families, and staff. The district's Continuous Improvement Process supported a deep review of data and the return on investment of actions to date through a variety of plans. Allocation

of funds to specific actions, provision of staff to provide services, dedication to support services and increasing engagement with a renewed lens of equity, and ensuring that tools and professional development are in place are all critical to the "how" of this commitment.   Input from educational partners gathered for this plan indicated successes in the following areas:

Priority 1:
Staff from all departments continue to support an ever-changing environment. Maintenance of Williams Act (Priority 1) compliance for appropriately assigned teachers, standards-aligned instructional materials for 100% of students, and school facilities noted to be exemplary was sustained with the help of many hands.

Priority 2:
Continued growth in implementation of state standards and active engagement of students especially in the area of Designated English Language Development and Math with Integrated Language Development have been areas of success. A district focus on Professional Development, site walkthroughs, and specific feedback aligned to a district rubric have all supported growth in this area. A focus on English Language Learners ensured continuation of protected time for Designated ELD and staff increased implementation of strategies to promote Integrated ELD utilizing AVID skills focused on writing and engagement among others. Rubric averages for Designated ELD walkthroughs for the period of this plan includes a 13% increase in proficiency of math instruction with integrated ELD at the elementary levels and an average increase of 33% at the Level 3 of 4 Level for Designated English Language Development..   The California State Standards Implementation Rubric indicates growth in Language Arts, Math, and ELD (areas of focus) with limited gains in Science and History/Social Science.

As reported by Educational Partners through surveys and discussions at Coffee with the Principal and District Advisory meetings, the district increased and improved services to students through accomplishment of 2 to 1 technology ratios at the elementary level to support online access to lessons through CANVAS lessons designed to align with state standards.

Priority 3:
The Parent Square Communication Platform was added in the 2021-2022 and has improved ease of sharing regular updates as well as emergency information with families -   Whether the app is downloaded or not, parents receive texts which allow them to access district and site information. Over 98% of families are able to receive text messages as sites worked with diligence to ensure updated phone numbers for families.

The District's Family Resource Center continues to expand support services with highlights as of mid- April, 2023 including 8 Community Events, 8 Collaboratives Meetings, 1250 Walk- In/ Appointments, 836Unemployment/ Disability/ Family Paid Leave, 40 Dignity Health Screenings, 44 Foster contacts and 462 Homeless contacts. Significantly, case management has led to increased knowledge of services and supports by Foster Families as measured by the district annual survey.

Site workshops for families have become increasingly hands-on which has been noted through stakeholder input to be something families enjoy.

Staff surveys utilizing the California State Standards Implementation Rubric for Family and Community engagement indicated an increase in the areas of Communicating Effectively and Speaking up for Every Child/Advocacy.

183 parents enrolled in Fresno State Parent University classes and 66 completed courses during Fall and Spring sessions.

Priority 4:
53.9% of English Learners made progress on the ELPI which supported a status of Medium on the California State Dashboard.

Intervention data from 95% Group Beginning of Year Assessment to Spring Assessment comparison indicates First Grade growth from 1 to 31% Core, Second grade growth from 2 to 30% Core in Second Grade (an increase of 13% from the previous year), and Third Grade growth of 10 to 36% Core. (an increase of 11% core from the previous year).   The definition of core varies by grade level based on skills related to content standards for the grade level. First grade core has been defined by the district as passing skill 5, Second grade core is defined as passing skill 9, and Third grade core is defined as passing Skill 15.

STAR data from Haven Drive indicates the student group "all students group" decreased the percentage of students in the urgent intervention level in 8th grade by 7% between 2021-2022 and 2022-2023 Winter Assessment with 10 student groups decreasing the percentage of students at this level.   Between the Fall and Winter Assessment in 2022-2023 "all students" in the urgent intervention level in eighth grade decreased by 20% supported by the decrease of 12 identified student groups.

2022-2023 I-Ready Mid-year data in Math indicates growth districtwide from Window 1 (Fall) to Window 2 (Winter) with 12% of students working at grade level which is a 2% gain over 2021-2022. The percentage of students working 3 or more years below grade level dropped 8% and the percentage of students working 2 years below grade level dropped 5%. This increased the percentage of students working one year below grade level by 6%. Growth was seen in all grade levels. Winter 2021-2022 to Winter 2023 comparisons show a 4% decrease in students 2 or more years below grade level.

2022-2023 I-Ready Mid-year data in Language Arts indicates growth districtwide from Window 1 (Fall) to Window 2 (Winter) with 18% of students working at grade level which is an 8% gain over last year. The percentage of students working 3 or more years below grade level dropped 5%. The percentage of students working 2 years below grade level dropped 3%.   Growth was seen in all grade levels and Winter to Winter comparisons show gains from 2021-2022. Language Arts comparisons to Pre-Pandemic 2019-2020 indicates a drop in the number of students working 3 or more years below grade level of 6%.

Priority 6:
Data gathered from the Kern Integrated Data System indicates the district suspension rate during in-person instruction has an overall downward from a 2016-2017 baseline of 2.7% and is, at the time of this writing in April 2023, 0.39% for "all students". The district has implemented multiple-wrap around services to support this data point. Perhaps our largest focus, socio-emotional support, included implementation of the RULER socio-emotional learning program in conjunction with Positive Behavior Intervention and Supports (PBIS Rewards Online) and an engagement team at each site of no less than 7 staff members dedicated to reaching out to students and families. This foundational team included attendance clerks, student success facilitators, campus supervisors, social workers, nurses, and categorical

clerks and expanded to include administrators, program directors, teacher teams, and additional classified staff.   The 2022-2023 school year has zero expulsions as of the end of April 2023.

A group of district leaders has been participating in Continuous Improvement Process work with Kern County Superintendent of School support. A review of state and local data including a deep dive into student group performance was conducted for all areas of the California State Dashboard. Working collaboratively over a period of several full day workshops, a problem of practice and three root causes were initially identified as leading to current district outcomes. These have been edited based on educational partner input through surveys and focus groups. Many comments were provided as input, yet support from respondents for the problem of practice and root causes ranged from 70 to 94% agreement.   The process was successful in identifying next steps for implementation and continuing to move the district forward focusing on the mission to ensure "Every student learning, every day, not matter what it takes."

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.

Priorities 1 and 2:
Although the California State Standards Implementation Rubrics for various content areas indicate growth, the middle school campus staff and teachers new to education indicate a significantly different perspective based on survey data than the elementary school sites or the average teacher with several years of experience. Newer teachers and Haven Drive staff report knowledge/implementation largely at the lowest of 5 levels on the rubric. The Continuous Improvement Process work conducted by a district leadership team has identified that implementation of standards based instruction, although significantly improved as measured by District Classroom Visitation rubrics, is inconsistent within and among schools and grade levels.   Retention of trained staff, onboarding and training for new staff, differentiated professional development for all staff based on content frameworks, and systems for alignment including assessment calendars, pacing guides, horizontal and vertical alignment through planning, sharing of best practices, and referral system construction are all components identified to support implementation of Common Core State Standards.

Priority 3:
Stakeholder input and results from district surveys continue to indicate a need to ensure all parents are included in conversations and collaboration. Expanded program services and personnel focused on parent involvement to improve student outcomes is a focus which supports all identified needs discussed in this section.

Priority 4:
All students need to make one or more year's growth in ELA since our data shows all of our student groups are performing in the very low or low performance levels.
All students need to make one or more year's growth in Math since our data shows 5 of 6 student groups are in the very low performance level with all student groups being in the very low or low performance level.

California Science Assessments continue to indicate 29% of all students not meeting standard and 56% of students nearly met. Science discussions in the district indicate a need for each grade level to ensure appropriate time and focus on grade level standards to ensure students are exposed to and have a chance to master content.

For the areas noted above, ALL student groups need to make improvement, but Students with Disabilities, English Learners, Foster Youth, and Homeless need more than others. A focus on curriculum alignment, a university style menu of targeted and tiered professional growth structure, maintenance of additional intervention teachers at all sites, the continuation of four Teachers on Special Assignment, a focus on Cycle of Inquiry, expanded intervention and extension opportunities, and a focus on equity following a path set by the local school board are planned for Year 3 of this LCAP.

Although 53.9% of ELs progressed towards proficiency denoting a status on the California State Dashboard of Medium, Information regarding domains and grade level performance must be addressed to strengthen instructional decisions for the 46.1% of ELs that are not making progress as well as to increase the re-designation rate from the district determined 2022-2023 rate of 3.1% which has declined from the 2020-2021 rate reported in Data Quest of 4.1%. Stakeholder input from parents and staff express desires to improve outcomes for English Learners. As such, the district has extended the Goal 4 focus goal for English Learners with specific focus on writing and continued attention to Designated and Integrated ELD program implementation and support of classroom instruction.

2022-2023 I-Ready Mid-year data in Math indicates the percentage of K-6 students working 2 or more years below grade level is 37% of the district's K-6 population and 51% of the district population is working one year below grade level. The impact of distance learning has not yet been overcome as overall K-6 math I-Ready Winter performance still lags behind 2019-2020 levels of performance. English learners, socio-economically disadvantaged and special education student grade level performance achievement lags behind all students.

2022-2023 I-Ready Mid-year data in Language Arts indicates the percentage of students working 3 or more years below grade level is 41% of the district's K-6 population. The percentage of students working one year below grade level is 40% of the district population. Students on grade level still lag behind pre-pandemic levels by 5%. English learners, socio-economically disadvantaged and special education student grade level performance achievement lags behind all students.

STAR Assessments at the Middle school show no significant decrease in the percentage of students in 7th grade exiting the urgent intervention level between Fall and Winter Assessments.

A focus on core instruction and pacing updates in core classrooms, use of diagnostic technology programs for support, and intervention staff at each campus have been utilized to address student achievement gaps with activities focused on meeting differentiated needs. Yet, all students have yet to benefit from these actions.

Priority 5:
ALL student groups were over the 20% California State Dashboard Benchmark for Chronic Absenteeism in 2021-2022 and reasons for absences are needed to strengthen interventions.

Kern Integrated Data Systems indicated a year end of 32% of students as Chronically absent in 2021-2022. This percentage has decreased to 26% of students noted as Chronically absent as of April 2023, yet continues to be far above the district percentage prior to COVID. Significant outreach efforts are taking place but have not overcome this trend. Homeless, white, African American, and American Indian student groups are significantly higher than the district average and as of this April review, only foster students were under the 20% California State Dashboard Benchmark for chronic absenteeism.

Priority 6:
Focusing on School Connectedness, Meaningful Participation, and especially Perceived School Safety has not led to the goal outcomes set for this three year LCAP to date in student, staff, or parent reports from California Healthy Kids Surveys conducted in 2022-2023. Middle school rates show a concerning decline in all areas. Student reported elementary Meaningful Participation has increased which is promising, however school connectedness and perceived safety have remained relatively stable. Staff concerns regarding safety for themselves and for students are reflected in CHKS survyes with declines of approximately 10 to 20% on elementary and middle school district outcomes.

While the suspension rate for the district "all students" group was a status of low at 0.8% on the California State Dashboard, the status was high for African American students at 4.7% and Foster at 4.0% suspended for at least one day. The disparity continues into 2022-2023 for the African American student group. While the overall status was low, stakeholders notice a significant increase in inappropriate student behaviors and responses. The sustained low suspensions are tempered with the knowledge that student behavior previously leading to a suspension possibly was alleviated with restorative practices of the Alternate Learning Academy. The socio-emotional needs of students, families, and staff is another factor that has prompted reflections on strategies for delivery of content, professional development, use of materials and programs, and aligning personnel services to support well-being. RULER has been adopted to facilitate a focus on teaching and learning strategies for socio-emotional health and will be a required component of weekly master schedules for 2023-2024.

The district is participating in a Process of Continuous Improvement with support from Kern County Superintendent of Schools. The problem of practice and root causes identified will be the focus of work aligned to this LCAP as they apply to all Priorities noted above.
Problem of practice identified: State and local data indicate AUSD has yet to consistently implement equitable actions through aligned systems of continuous improvement with integrated supports to improve social, emotional, behavioral and academic outcomes for ALL students at ALL schools.
Root Cause #1 Inconsistent Tier 1 (universal) social, emotional, behavioral and academic instruction and supports
Root Cause #2 Lack of a structured referral process and system of intervention for Tier 2 and Tier 3 to address manifested behaviors and academic needs.
Root Cause #3 Need to build a culture of shared accountability by all educational partners for expected student outcomes on state & local measures

LCAP Highlights

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

The 2021-2024 LCAP is the district's strategic plan. The remaining year of this plan drives our comprehensive strategic planning, focuses on educational partner engagement, and provides a format for demonstrating accountability, a focus on equity, and acknowledgement that our system requires reframing to ensure just delivery of services to students.   It is a roadmap that will, over time, support redefining metrics and structures to ensure that students, staff, and parents have an opportunity to show their success in their own way to overcome when "I can't" or "I can't or haven't yet" is the current reality.

The district will continue all actions related to conditions of learning and basic services which have been successful with meeting Priority 1 to date.

A reflection on "Maslow before Blooms" refers to the concept that students and staff cannot do their best until their basic needs have been met. Student, staff, and parent success foundationally begins with safety and connectedness (school climate) which facilitates engagement and trust. Expanded support to ensure expectations for implementation of Social Emotional Learning scaffolds, curriculum, and referral processes will be critical to addressing this concept.

Professional Learning Teams' commitments to each other and accountability to implement a Cycle of Inquiry will be fine-tuned to ensure sustainable change through use of expanded data resources, short term goal setting, implementation of action steps which include curriculum alignment, and refinement of standards/assessments implementation. Tiered and targeted professional development is being tailored to address areas of need identified in surveys, district walkthroughs, and survey input. Observing, evaluating, and promoting effective Tier 1 instruction is expected and professional development and coaching will support differentiation of instruction and making modifications to support individual student needs. Constructing and implementing a referral process and aligning diagnostically determined interventions for Tier 2 and Tier 3 social, emotional, behavioral, and academic needs will occur.   Both of these are critical to change the district trajectory for student achievement and individual student outcomes.

Re-alignment of master schedules, electives, and time allocations will be a focus to expand and ensure course access. In addition, multiple action steps focus on engagement of students through activity based learning, building foundational conceptual skills, and providing ways to be involved during the day and after-school hours in order to expand learning and meaningful participation opportunities.

Parent and engagement partnerships will be key to expansion and implementation of programs - we look forward to this work.

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.

No schools in the district have been identified.

Support for Identified Schools

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

Not applicable. No schools in the district have been identified.

Monitoring and Evaluating Effectiveness

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

Not applicable. No schools in the district have been identified.

Engaging Educational Partners

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

The Arvin Union School District continues to commit to purposeful and ongoing engagement of our educational partners including parents, students, educators, bargaining units, community groups, and other entities that share in our mission and collaboratively develop our LCAP and the budget focusing on trust and transparency. In accordance with statute, educational partner engagement supports comprehensive strategic planning, accountability and improvement utilizing the eight state priorities in conjunction with our district's locally identified priorities.

As with all outreach, ensuring communication was available to Educational Partners that spoke a language other than English was continued. Meeting dates and times were gathered onto a district timeline document, then shared at the beginning of the year with reminders for LCAP input opportunities sent ongoing throughout the year. All opportunities for Educational Partner engagement were conveyed through multiple sources including ParentSquare messages, Zoom meetings, and in person meetings. Facebook and social media were also utilized to promote educational partner meetings and updates were posted to the district's webpage. A PowerPoint presentation was used to give context for Educational Partner Input/Feedback, which included a review of our LCAP goals in addition to our local outcome data based on the eight state priorities. These discussion/input meetings were available during convenient times in the morning and evening to ensure the opportunity for engagement and feedback. Time was provided for Educational Partner discussion and Input/Feedback through a variety of meetings, surveys, and activities to involve educational partners regarding proposed actions and services including a review of district data, funding, goals, and current action steps. Actions and services suggested by our educational partners were gathered systematically into google forms at each of the calendared meeting dates. All final educational partner input was then complied into one google document to guide this 2023-2024 LCAP plan.

The following groups were actively involved in the LCAP development process:

STUDENTS
Kern Integrated Data System "School Connectedness" Survey was completed by all 3rd through 8th grade students in late Fall 2022 and February 1, 2023, Healthy Kids Surveys/Input for 2023-2024 for all three elementary sites and our middle school site; El Camino Real Elementary Student Input- Morning Meeting/Input on Proposed LCAP/LEAP actions for year two of the three year 2021-2024 plan, March 6, 2023 at 9:00 a.m.- Sierra Vista Elementary Student Input- Morning Meeting/Input on proposed LCAP/LEAP actions for year 2 of the three year 2021-2024 plan; March 7, 2023 at 8:30 a.m. and March 10, 2023 at 8:15 a.m.- Haven Drive Middle School Student Input- Morning Meeting/Input on proposed LCAP/LEAP actions for year two of the three year 2021-2024 plan, March 8, 2023 at 8:30 a.m.; and March 9, 2023 at 8:30 a.m.-Bear Mountain Elementary School Student Input- Morning Meeting for input on proposed LCAP/LEAP actions for year two of the three year 2021-2024 plan.

DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS , AND RESOURCE TEACHERS
District Administrators, Site Principals, Program Directors, Department Supervisors, and Teachers On Special Assignment met with the Superintendent and Assistant Superintendent throughout the year for professional development with a focus on leadership, innovation, and initiatives related to their positions, programs, and implementation of the LCAP. This group reviewed qualitative and quantitative data as it

pertained to the effectiveness of implementation and completion of action steps and provided input/feedback at various other administrative meetings during 2022-2023. These meetings were held on January 19, 2023, Program Directors and Administration/Kern County Superintendent of Schools- Annual Visit; January 19, 2023, at an Administrative Council (A/C) meeting 8:30 a.m., District and Site Administration- Input/Feedback on LCAP and Strategic Plans calendar; February 17, 2023, at an Administrative Council (A/C) meeting 9:00 a.m., District and Site Administration- Mid-Year Review and Input/Feedback on LCAP and Strategic Plans.

The Superintendent, Assistant Superintendent and Site Administrators work closely to ensure alignment of School Plan for Student Achievement (SPSA) with our Local Control and Accountability Plan (LCAP). The most recent school site plans were adopted December 13, 2022 and were reviewed prior to approval by the school board.

CERTIFICATED AND CLASSIFIED SCHOOL SITE STAFF INCLUDING DEPARTMENTAL CLASSIFIED STAFF (TECHNOLOGY, CAFETERIA, AND MAINTENANCE, OPERATIONS, TRANSPORTATION, SAFETY, AND WAREHOUSE)
Through a compilation of district and site meetings, staff educational partners provided input and responded to expected outcomes related to action steps directly affecting their positions by providing verbal input captured on Google forms. El Camino Real Elementary School Site Certificated Staff met to review and provide LCAP input/feedback on February 28, 2023, and Site Classified Staff met on March 24, 2023. All Sierra Vista Elementary School Site Staff met to review and provide LCAP input/feedback on March 3, 2023, and March 6, 2023; Haven Drive Middle School Certificated Staff met to review and provide LCAP input/feedback on March 7, 2023, and March 8, 2023; and Classified Site Staff met on March 14, 2023. Bear Mountain Elementary School Site Classified Staff met to review and provide LCAP input/feedback on March 10, 2023, and Certificated Site Staff met on March 15, 2023.

PARENTS
Various groups of parents were given multiple opportunities throughout 2022-2023 at different times/days of the week to provide input for the district, school sites, and programs. District data was shared and reviewed including an overview of goals. On March 15, 2023, the Mid-Year LCAP Budget Review was shared in conjunction with the 2021-2024 LCAP Overview for final year of three (3) year plan 2021-2024. Key elements of the LCAP with action steps, timelines, and budget were shared to gather their input and feedback through an ongoing process. LCAP Input/Feedback was also provided during school and program meetings district wide as follows:
- Bear Mountain Elementary School Coffee with the Principal, February 17, 2023
- Haven Drive Middle School Coffee with the Principal, February 23, 2023
- El Camino Real Elementary School Coffee with the Principal, February 23, 2023
- Sierra Vista Elementary School, February 24, 2023
- Migrant Education Program Parent Advisory Council, March 7, 2023

School Site Councils for Bear Mountain Elementary, El Camino Real Elementary, Sierra Vista Elementary, and Haven Drive Middle School provided LCAP input/feedback on February 21, 2023.

COMMUNITY
With support from our Family Resource Center and the Arvin/Lamont/Weedpatch Collaborative along with Citizens for a Better Arvin, the district was able to provide a review of data, share current action steps, and gather written input from multiple community groups including

Citizens for a Better Arvin, United Farm Workers, Dolores Huerta Foundation, Kern Rural Assistance, Public Health, Community Action Partnerships, fellow Family Resource Centers, Clinica Sierra Vista and representatives from various other agencies.
September 20, 2022 at 2:20 p.m.- Committee for A Better Arvin- Needs assessment and LCAP Input; March 2, 2023 at 10:00 a.m./Arvin – Weedpatch Community Collaborative/Data Report and input for 2021-2024 for final year of three (3) year plan 2021-2024; and March 2, 2023 at 6:00 p.m. in person and via Zoom, Parent-Community Forum/Input Review of LCAP/LEAP Action Steps for final year of three (3) year plan 2021-2024.

DISTRICT ADVISORY COUNCIL (DAC)
District Advisory Council (DAC) Meetings - This committee is composed of members representing the district and school sites including staff and parents of unduplicated students. Through various meetings the District Advisory Council provided input on and reviewed our Local Educational Agency Plan and additionally had the opportunity to review and revise as needed, the district Title I Parent Involvement Policy, and District Strategic Plans. These Meetings were held: September 28, 2022 at 9:00 a.m.- Purpose of Committee including roles and responsibilities for LCAP and district programs; October 26, 2022 at 9:00 a.m., District Advisory Council- District Input on Strategic Plans; November 9, 2022 at 9:00 a.m., District Advisory Council- Program Plan Updates; January 25, 20223 at 9:00 a.m., District Advisory Council- Input on Strategic Plans; February 15, 2023 at 9:00 a.m., District Advisory Council- Input LCAP 2021-2024; March 22, 2023 at 9:00 a.m., District Advisory Council- Mid-Year Review and implementation data and feedback for action steps and proposed plan for final year 2023-2024 of 3 Year Plan (2021-2024); April 26, 2023 at 9:00 a.m., District Advisory Council, Review of proposed LCAP action steps and opportunity for requests for response; and May 24, 2023 at 9:00 a.m., District Advisory Council- Review of Draft LCAP and final opportunity for requests for response.

May 24, 2022 at 9:00 a.m./District Advisory Council/ Review of Draft LCAP, there were no written responses requested from the Superintendent.

DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL (DELAC)
District English Language Advisory Council (DELAC) Meetings - This committee is composed of parents of English Learner students representing the school sites at the district level. Through various meetings the DELAC fulfilled compliance duties for Title III as well as provided reviewed and provided input/feedback on our Strategic Plans. These Meetings were held: September 28, 2022 at 3:00 p.m.; October 26, 2022 at 3:00 p.m.; November 9, 2022 at 3:00 p.m.; January 25, 20223 at 3:00 p.m.; February 15, 2023 at 3:00 p.m.; March 22, 2023 at 3:00 p.m., District Advisory Council- Mid-Year Review and implementation data and feedback for action steps and proposed plan for final year 2023-2024 of 3 Year Plan (2021-2024); April 26, 2023 at 3:00 p.m.; and May 24, 2023 at 3:00 p.m. - Review of Draft LCAP and final opportunity for requests for response.

May 24, 2022 at 3:00 p.m./DELAC Review of Draft LCAP, there were no written responses requested from the Superintendent.

SELPA LCAP SUPPORT CONSULTATION
February 28, 2023 11:00 a.m. SELPA LCAP SUPPORT CONSULTATION with Kern County Superintendent of Schools LCAP Development Series including the District Superintendent, Assistant Superintendent, Director of Student Services, Teacher On Special Assignment, and Dean of Student Success.

LOCAL BARGAINING UNITS
Both bargaining unit leadership representatives for Arvin Teachers Association (ATA) and California School Employees Association (CSEA) met throughout the 2022/2023 year for LCAP Input/Feedback opportunities including:
ATA
October 4, 2022 at 9:00 a.m.- negotiations and input on strategic plans; March 2023 at 2:30 p.m. input on academic calendar for 2022-2023; April 18, 2023- review and feedback on Proposed LCAP Actions 2021-2024; June 16, 2023, draft LCAP shared with unit leadership for further input before recommendation for approval to school board.

CSEA
August 31. 2022 at 9:00 a.m.- negotiations and input on strategic plans; April 18, 2023- review and feedback on Proposed LCAP Actions 2021-2024; and June 13, 2023, draft LCAP shared with unit leadership for further input before recommendation for approval to school board.

SCHOOL BOARD
Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented as part of the Superintendent Evaluation as well as ongoing program and specific LCAP updates.
These meetings were held on:
October 28, 2022 at 6:00 p.m.- Board Update/Report on strategic plans; November 19, 2022 at 6:00 p.m.- Williams Settlement - Mis-Assignments/SARC Update; December 13, 2022 at 6:00 p.m.- Presentation, recommendation, and approval of all four school site plans for student achievement to School Board; January 27, 2022 at 6:00 p.m.- School Accountability Report Cards- Report and Board Approval; February 21, 2023, Mid-Year Review- outcome data related to metrics and Mid-year expenditure and implementation data and feedback for action steps and proposed plan for final year 2023-2024 of 3 Year Plan (2021-2024); April 18, 2023 at 6:00 p.m.- Board Update on LCAP and strategic plans input to date; May 16, 2023 at 6:00 p.m.- Board Update on LCAP and action steps based on Educational Partner feedback.

June 20, 2023 at 6:00 p.m., a draft of the LCAP was taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing. A Dolores Huerta Foundation representative joined the meeting in person to provide recommendations.
No group provided a request that required a written response from the Superintendent.

June 27, 2023 at 6:00 p.m., the district presented the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees. Plans were approved as presented.

A summary of the feedback provided by specific educational partners.

A SUMMARY OF STUDENT FEEDBACK INCLUDED:
- We enjoy recess, add more time, equipment and space, playground, clubs that are open to all grades (chess, art, computer), be able to eat outside for lunch
- Theme weeks and holiday celebrations (class and school-wide), field trips, more arts
- Enjoy learning programs, want more science, art, and competitive sport, music, oral language festival

- Staff provides a safe and welcoming environment, more staff to supervise students, training on classroom
- Support for English learners from peers, EL Club, English classes for students and families, DUAL, 95%
- More support for anti-bulling and violence and safety training for students and teachers
- upgrades to facilities, books, technology, and drop off zones
- Would like more hands-on engaging activities, students would like to be part of the planning
- Add additional classrooms for English learners and an English class, stations in class that support English learners, activities for EL students in their native language
- No more uniforms- expensive, hard to find, the shirts shrink
- Welcoming environment and introduction for new students and parents
- Add a room where students can relax and have someone to go to, workshops on mental health and social emotional development for students and teachers, school wide check-in for emotional support
- Enjoy incentives through PBIS, consequences for students that are being distractions
- More student input regarding school climate and teacher performance
- Add more aides to help in classroom and give them their own space so they can help student individually
- After school intervention, peer tutoring
- More food and drink options
- Same work/expectations from all teachers some are very strict and other are not
- Add jobs for parents
- teachers that are advanced in Spanish

A SUMMARY OF FEEDBACK FROM DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS, AND RESOURCE TEACHERS INCLUDED:
- Timely Collaboration and communication with teachers, admin, coaches, stakeholders
- Walkthroughs to verify if teams are aligned to assessments, learning windows, pacing guides with site teams debriefs and observations feedback. Coaches and teachers modeling of strategies, learning walks
- Digital tool, canvas/Kami, Aries for student groups, iReady diagnostic data used to differentiate instruction and small groups, DRDP and TK Core Growth, Addition of OLSAT8 digital to receive data, use of Renaissance program aligning with KHSD as well as iReady.
- Add a component of ABC Mouse with early learners to support literacy and math. Need for phonics component in Tier 1 classrooms and early reading fundamentals.
- Time to analyze data and meet with teams (grade level data chats) to refine instruction, focused support on small and whole groups instruction, Intervention team review iReady, Student data chats, Student work, Growth goals for every student.
- TOAA/Coach meetings to work towards shared accountability and district alignments
- Clear organizational chart of supports for staff
- Proactive use of TOSAs, for specific programs, new teachers and to provided support on request at school sites in planning and collaborating
- Departments divided amongst admin team to support PLC, Support of leadership team, Use of subs and prep time to promote best practices during PD, Planning days at the beginning of the year

- We enjoy the addition of the second SSF and MSW'S at sites. The monthly check-ins for foster youth and homeless.
- TK staff welcoming all at the gate, Safety of drop-off and pick-up for TK and busses. The vehicles that are available to pick up students and take home if they are sick.
- Welcome signs and landscaping that provides a welcoming environment at sites, additional shaded areas and play structures that are provided for students.
- Focus on hands-on activities and STEM in after school through Migrant and ELOP, the ELOP and Migrant curriculum reinforces all subjects linking regular day to extended day.
- More family and student engagement that is the same for all schools
- The additional PD for classified staff. Additional time for professional development to focus on attendance staff, RTI, ELA, DUAL, KIDS (EL specific) and AVID.
- More engagement and input from all educational partners at SARTS and SARB.
- Flex days give opportunities to help support all components and staff through alignment
- Resources (specific class) and staffing to help support newcomers
- Master schedule considerations and how it impacts Spanish schedule, ELD, DUAL, general student needs. Consideration of implementing a Spanish math at the middle school.
- Implementation of AVID districtwide
- Supporting and training of Title 3 aides
- Reconsider continuation of PLC coaching Dr. Cruz, contract with Dean, purchase of Learning by Doing books, and Read 180
- Sites tracking students for reclassification and there has been an increase in reclassified students. Reclassified students are performing well and parents are more interested in supporting them.

CERTIFICATED AND CLASSIFIED SCHOOL SITE STAFF:
- Parenting partners workshop-parents are showing up and participating, babysitters and snacks for classes and prizes, parents need more information on what bullying, social development supports, behavior charts, learning tools for parents for ELA/MATH/Science and school policies.
- Family engagement activities that are not just for learning strategies (color run, haunted house, father/daughter and mother/son dance district wide), more showcase events, family day picnic
- Consistency and commitment from all staff, on uniforms, on behavior (small and big issues) from the very beginning of the school year to the end
- Parent square is getting to some families and not others, we need more direct communication, staff need training on communication with parents in home visits, meetings, and conferences
- We celebrate that 86% teachers credentialed but need to focus on staff retention from all positions
- More electives, band, science, science fair, electives for EL students
- Facilities in good shape, age appropriate and more playground structures, expansion of rooms/storage and additional modular buildings, graffiti needs to be cleaned up, equipment for classrooms needs to be updates (rugs, window covers, computers, collaborative desks), small radios to communicate with aids and access to rooms (they don't have keys), pass locks
- We are happy with iReady scores, add Spanish iReady, Comprehension programs for reading instead of iReady, new program or addition to iReady, how to incorporate iReady report for parents throughout the year on progress

- We like and want more grade level planning days and coach support, more time allotted at the beginning of the year, at each trimester, and during PD. Incorporate aides more in planning and coaching, more hands on pd based on needs/interests of grade levels
- Walkthroughs hold everyone accountable, and we enjoy when different people give us feedback, all staff should be included
- More ELD time and programs to support and encourage EL students
- Aides need more material, planning time, training in collaboration with certificated staff
- Students really enjoy the celebrations, incentives should: include Zoom for parents, trimester awards, age appropriate, more field trips, student of the month, perfect and excellent attendance, whole class rewards, GATE students, add instant rewards within classrooms, academic all stars
- 95% instruction is showing a lot of growth for our students, we would like more time with this program per day and in the school year, more appropriate material, a math screener and switching them out of homeroom
- TK instructional program could be better, kids not attending kinder for a full year
- Training for new employees specifically on time accounting, frontline, responsibilities and skills of their job, safety plan
- Additional Instructional Aides and/or extended hours for classified staff to help support busses, English learners, DUAL, and KN/1st Aides for P.E./recess
- Additional afterschool intervention teacher and curriculum, contract after school tutors
- Front office needs to be welcoming, polite and approachable, some staff does a great job of following up with student absences and have great communication with staff but standards are not consistent district wide, training for front office staff to support uncompliant parents
- SEL and workshops from MSWs for students have shown to be very positive, have more support for SEL, anti-bullying, and behavior by having a special class, more staff, and workshops.
- Noon duty aides and bus drivers need information on students that require extra support (e.g. mental health, behavioral health issues) so they know how to support
- Classified staff does not feel supported or motivated, there is high expectations for them but no support, there needs to be more communication and transparency between admin and classified staff, unfair evaluations- no observations done prior to evaluation or union rep when needed
- We celebrate that suspension rates are down, there is a lack of structure for addressing students being sent out of class, elementary schools need to have their own ALA, Consequences don't always match the behavior and severe behaviors aren't addressed promptly. Some students get too many behavior choices.
- Classrooms that give newcomers support, materials, and direction to adapt to a new school

PARENTS/DISTRICT ADVISORY COUNCIL (DAC)/DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL (DELAC):
- Having campus supervisors and MSWs makes us feel safe and encourages students to come to school, would like more
- Staff at pick up has been very helpful we need more, traffic should be safer during drop off, pick up and extracurricular activities dismissal
- Students enjoy PBIS, attendance and academic campaigns –cookie monster and field trips, excellent attendance should also be rewarded, Celebration for end of the year progress with ceremony or event, academic all-stars
- 95% is beneficial to students, and aides are essential for the program, addition of math 95%

- Substitutes with detailed plan to continue the curriculum while teacher is out
- After school intervention and give them rooms
- Walkthroughs, coaching, staff development, and training help staff. Continue to support teachers with their credential, more planning days and more trainings
- More aides and include them in PD, give them materials and curriculum
- Add science teacher, STEM/science lab, DUAL classes
- IReady data understanding support for after school progress, parents can see the progress and weekly minutes, students are growing, parent workshop about how to use iReady
- School culture is improving, feels welcoming
- We celebrate our reclassification rates, we want intervention support to focus on the writing portion, we want a parent class to inform us on reclassification
- Parenting classes, conferences and workshops are good, we need more involvement and engagement, provide pm CWTP and zoom, and send agenda ahead of time
- Parent Square notices are helpful but sometimes they are incorrect or too soon or late
- AVID Nights help parents learn techniques to help their students, we like lunch on the lawn
- Bullying is an issue and makes students feel unsafe, there needs to to be more training for this to staff, we need to get a specialist to help talk about and implement anti-bullying program
- More during and after school opportunities clubs and activities (art, gardening, sports, music, cooking, cheerleading), students enjoy them very much
- Theme weeks are enjoyed by student a lot, we can have theme weeks surrounding mental health, anti-bullying, academics, careers
- Migrant program needs additional support

SCHOOL-SITE COUNCIL:
- We celebrate and enjoy staff welcoming students and parents in the morning
- We celebrate the work done by the SSFs, MSW, Campus Supervisors, School Safe Ambassadors, aides
- Recess sports equipment needs to updated
- 95% and IReady are working well, give parents a workshop to learn how to use iReady
- Need curriculum for incoming Spanish speaking students
- We are happy suspension rates are low, level of days in ALA should match the offense, we need to make sure students are still completing their schoolwork while at ALA, more communication from ALA staff with teacher
- More PLC time and PD needs to be mandatory, so all staff get the same message
- Intervention is going well
- Parents learning strategies to help at home through workshops is good
- The PD on ELD is good, need more PD on science, social studies, writing strategies, training for aides, ELD strategies, data chats with overall 4's and overall 3's
- Increase music for upper grades, science in elementary with a lab, more sports
- Early school program for parents that need to drop off earlier
- We need to disaggregate student data on chronic absenteeism so that we can come up with effective solutions

- Students enjoy the attendance, behavior, and academic incentives, need incentives for growth and more incentives such as field trips and extracurricular activities, allow parents to attend
- Theme weeks with a focus
- Digital tools are not working we need more hands on and interactive ELD support

COMMUNITY:
- Extended extracurriculars/afterschool programs
- Celebrate the increase in acceptance of mental health and wrap around services, we need more of these services, mental health workshops for parents and students, telehealth was good and having easy access to it all
- Celebrate field trips, assemblies and prizes for students at their schools
- More engagement with the FRC, continue the collaborative work with other agencies and create alignment, enhance the FRC, bring professionals to the FRC
- Social media communication
- Job skills/posts and training
- Early (ages 0-5) engagement is important and celebrated
- Many parents/caretakers still work in at-risk environments, provide education to them as well
- COVID-PPE was good, we need electrostatic sprayer with FDA approved chemical that kills Covid, Automated health questionnaire to determine if to stay in school or leave
- Have family engagement activities/events in the afternoon, have drive through engagement events, and have all meetings, events, and activities available for zoom option
- Incorporate families in their child academics
- Student, parent, community classes about: mental health, citizenship, nutrition, school programs, gang prevention
- Mentorship within the schools and peer-to-peer
- Addition of cooking classes and a kitchen at Haven Drive
- Anti Drug workshops
- more teachers
- additional psychologists

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

Input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students, Local Bargaining Units, and SELPA Administrators affirms continuation of implementing our existing 4 Goals for the remaining year of our 3 year LCAP plan (2021-2024). Educational Partners provided valuable insight during feedback sessions which influenced aspects of our Action Steps within our 4 Goals as follows:

Goal 1 (Engagement)- Students, Principals, Administrators, Certificated/Classified Staff, Parents including School Site Councils, and Community expressed both student engagement and student safety as important and their influence results in refinement and development

of action steps within this goal to address these concerns. Since our local and state data indicate absences were very high for many student groups district-wide, Action 1.1 is refined to provide targeted focus on conferencing in order to decrease chronic absences and in direct response to influence by these Educational Partners. Students indicate a need for more mental health supports and anti-bullying/safety training as part of their input which influences implementation and refinement of Action 1.2 to maintain nurses, the health clerk, and the contract with Clinica Sierra Vista. Further, this influence has promoted the district's end to contract through Kern County Superintendent of School for mental health services, and instead, hire social workers directly with the intent of modifying tier 2 and tier 3 services in a more flexible manner to service not only clinical needs but also group-based supports. Action 1.3 is also influenced by these educational partners as they indicated support to continue with the Family Outreach Team and we refine this action step in the form of expanding services through the Community Schools Grant with the expectation to apply Winter 2023 and build capacity of community outreach through the implementation of pop-ups facilitated through the Family Resource Center and the Parent Ambassador in conjunction with the support of Categorical Clerks at each site and the addition of a "Promotora" model funded by SBHIP. In response to input provided by Certificated/Classified Staff and Parents, Action 1.4 is influenced in the form of continuing with attendance of elementary students to Alternate Learning Academy on the middle school campus, but add a refinement component that includes training once per Trimester by Bluewater Consulting staff to support campus supervisors and ALA staff in transitions back to regular school sites. Students also shared that they desired to be recognized for rewards for attendance amongst peers and staff during school time, so as directly influenced by them, Action 1.5 will be refined to include the use of reports to acknowledge students both through postcards sent home and at school. Influenced by Principals, Administrators, Directors, Supervisors, Certificated/Classified Staff, Parents including School Site Council, and Community, Action 1.6 is expanded to fund PBIS online reporting of minor offenses to all schools next year as part of tiered interventions/systemic referral processes. A third psychologist is continued with funding from ESSER as recommended by Dolores Huerta Foundation representative. "Themed" learning and events were promoted during input by Parents and Students as positive and influence Action 1.7 as this action will increase themed learning events to be offered at various times with a variety of learning targets to promote parent involvement and awareness of grade level standards. Action 1.8 will be implemented with a change to the platformed used for student information from Schoolwise to Aeries, which was promoted by input from Principals, Administrators and Certificated/Classified Staff. Development of Action 1.9 is in response to Certificated/Classified Staff request for more training in specialized areas and includes providing training to noon duty and gate aides in Proact, Social Emotional Learning, utilization of the PBIS tool, and implementation of a systemic referral process. Action 1.10 is influenced by Parents and Community to expand funding for TK beyond the date range to include the possibility of six classrooms. Expansion of Action 1.11, Action 1.14, and Action 1.15 are all influences of Student, Parent, and Community input to increase incentives for students, increase elective courses, and expand Sports district-wide.

Goal 2 (Academic Achievement)- Input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students, Local Bargaining Units, and SELPA Administrators supports continuation of our LCAP Goal 2 and action steps within this goal. Due to our students' needs in all areas for student groups based on data from state and local measures, Administrators, Principals, Directors, and Supervisors influence development of Action Step 2.1 for significant focus on professional development and further attention to disaggregation of data as district personnel are funded to support programs and 21st Century skills. Further, this action step is influenced by Parents and Students as they indicated the importance of keeping technology and this action step will ensure utilization of 1 to 1 technology in all classrooms. Action step 2.2 is added as influenced by Principals, Administrators, Directors, Supervisors, and Teachers on Special Assignment provide feedback indicating a need to replace discarded outdated books. Certificated/Classified staff, Principals, Administrators, and Parents all influence the refinement of Action Step 2.3 in which Formative Assessment and Intervention will continue to be funded with a

refined focus on utilization of local diagnostic platforms (iReady, STAR, 95%, etc.) including replacement of Read 180 at the middle school as growth in students with significant Reading/Language Arts has not been as expected. KiDS, and support work from the Equity TOSA (Action 3.1), further, systematic interventions will be implemented by funding four certificated elementary intervention teachers and additional hours for classified instructional staff. At the middle school, these Educational Partners' influence is addressed by funding 1 Math Intervention teacher and 1 Language Arts intervention teacher and on the opposite end of the grade level spans, 1 Pre-K and 1 TK intervention teacher as well as 1 TK instructional aide will be added to provide intervention to our youngest learners. Students' input influences increase of funds to Action 2.6 to provide funds for initial creation of a STEM lab at each school site as they indicated they wanted more "hands-on" activities and enrichment. Lastly for Goal 2, Action 2.11 with Incentives continues to be funded as influenced directly from parents and students and was one of the highest mentioned and recommended items for parents and students when meeting with educational partners and these incentives serve to encourage students to meet academic achievement goals.

Goal 3 (Professional Development)- Educational Partners including Principals, Administrators, Certificated/Classified, Parent, and Community Members influence sustaining professional development initiatives and continuation of this goal as they indicated that it is important for instructional staff to continuing to build their skills since state data indicates that 6 out of 6 student groups are in the "very low" or "low" status for both ELA and Math and IReady results show increased lower bands as students' progress through grade levels. Further, these five educational partner groups, influenced development of Action Step 3.3- "Ensuring academic growth through leadership focused on equity" and includes , contracts , training for staff to support implementation of the Thoughtful Classroom Evaluation Tool to provide targeted feedback to certificated and classified staff with professional resource reference materials, site administrator coaching from Performance Education Partnership to promote site leadership skills leading to implementation of Professional Learning Teams to guide conversations for clearly scheduled formative assessments designed to inform classroom instruction including substitute costs and/or overtime costs, training from Dr. Luis Cruz from Solution Tree utilizing "Learning by Doing" to promote Professional Learning Community implementation of Cycles of inquiry including data analysis, and review/support of implementation of programs. Students influence refinement of action step 3.1 as their input indicates they want alignment of homework for all students and more academic support. To this end, refinement includes funding Professional Learning Communities training to focus on aligning academic expectations, which includes homework and Teachers on Special Assignment (TOSAs) will support Flex-time for modeling and professional development delivery in alignment with district initiatives and site requests additionally the addition of an Equity TOSA , as well as costs for salary/benefits Lastly, inclusion of individual reflections of Team members as part of classroom walkthrough debriefs utilizing the Thoughtful Classroom Tool (4Ps) is a result of requests by Certificated/Classified school site staff during LCAP input sessions and further, to address Student input, students themselves will be added to classroom walkthroughs for 2023-2024.

Goal 4 (English Language Development)- This goal is influenced by feedback from educational partners that expressed the benefit from focus on professional development and need to continue support of our large English Learner student population based on current ELPAC and local assessment data indicating that 53.9% of ELs progressed towards proficiency, however there remains a need for progress to be made by the other 46.1% of EL students. In addition to this data, Educational Partner feedback influences the continuation of this focused goal targeted to address Designated English Language Development through classroom walkthroughs utilizing the Thoughtful Classroom tool particularly Cornerstone 4: Culture of Thinking and Learning –Student Interaction; Episode 6: Presenting new learning: ELD Standards; and Episode 8: Applying learning: Academic Language. Further, this includes implementation of final year of 3-year contract for Professional Development with Jill Hamilton-Bunch to further expand the systems already in place and provide a cohesive foundation for developing

language as well as continue Professional Development by trainers at Kern County Superintendent of Schools ELD department for integrated ELD support. This focused goal is further influenced by Parent input/request with the development of action step 1.7 including workshops in English and Spanish including structured programs such as CABE (California Association for Bilingual Educators - Parent Strand), Parenting Partners, Latino Family Literacy, and Family Meals, Parent Ambassador Program, Fresno State University Parent Classes, and District family engagement opportunities both in person and virtually to bring families together with district staff promoting social-emotional ties and academic achievement, EL/IReady Parent Workshops for specific training on how to support students at home in IReady, and also "Writing" for reclassification of English Learners. Action step 4.7 is also developed to implement in Goal 4 as a result of influence by the feedback from Student, Parent, and Certificated/Classified input that indicated a need for new curriculum to support English Learners. Further as influenced by these educational partners, the district commits to creating student grouping particularly at the middle school to support targeted instruction for English Learners. Student input influences a need to continue the direction of TOSAs to support Title III Instructional Aides for EL student support within the classroom through small group instruction "stations". Principals will update their respective school site instructional schedules to include additional ELD time and TOSAs work will also consist of supporting professional development through implementation of integrated ELD to support practice for support of Forms and Functions learned during Designated ELD as influenced by input given by Certificated/Classified staff.

Goals and Actions

Goal

Goal #	Description
1	Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

An explanation of why the LEA has developed this goal.

Pupil engagement:
California Healthy Kids Survey (CHKS) responses from 2021-2022 caused great concern as students reported less school connectedness and less meaningful engagement than the previous year. This was substantiated once again when the 2022-2023 mid-year Kern Integrated Data Systems School Connectedness survey indicated students are less connected to staff and school as the grade levels increase. According to the KIDS mid-year survey, approximately 13% of 3rd graders and approximately 56% of middle schoolers report feeling not part of the school and not acknowledged by staff. Meaningful communication and conversations to promote expanding engagement have been a topic of all educational partners' input sessions and have been a focus of work during 2022-2023. Due to this work, meaningful communication scores based on 2022-2023 California Healthy Kids student surveys have risen approximately 5% for 5th and 6th graders at the elementary level. School connectedness is within 2 percentage points of last year's data and approximately 5 to 10% below the goal the district has set for these metrics at the elementary level. Middle school scores reported by students are down 6 to 10% from the previous year indicating a 2 year decline in connectedness, perceived safety, and meaningful participation.

Expectations regarding class rules and procedures aligned to school PBIS matrices, promotion of school spirit through positive recognition of students, utilization of group work to promote collaborative skills, project based learning to support integration of skills, problem-solving, and linguistic discourse to increase levels of rigorous engagement are part of planned philosophical shifts. We must ensure students apply, deepen, and reinforce their learning, as evidenced during classroom visits. Yet, the underlying concern is very much rooted in staff to student relationships and expectations which must be a focus to foster engagement and build a foundation in which students may then move toward academic success overall.

Family Engagement and Communication:
Survey results from staff indicate a majority of responses at the Progressing and Excelling levels on the Family and Community Engagement Metric. Key terms identified in conjunction with parent input through District Advisory Council and parent surveys suggest that while many programs are in place for students and families, not everyone is aware of these services. Data from the Family and Community Engagement Metric question regarding the need to support families to be more is informed in order to advocate for students increased, while other areas remained without increases as desired. Expansion of communication has increased with a newly formatted district website and through the Parent Square communication platform. Family workshops are increasingly held in person, which provides less flexibility than Zoom. The Family Resource Center has significantly increased outreach and it is expected that site parenting centers expand their resources and

availability to parents in 2023-2024. The Family Resource Center participates in a community collaborative yet these services are not known to all. Parent input from School Site Council, Coffee with the Principal, and District Advisory Council meetings has continued to express concern regarding the number of parents who choose to actively participate and development of a communication plan to identify and address the most appropriate methods for sharing is favorable to ensure consistency throughout the district while also identifying specific needs of individual campuses or groups continues to be a work in progress. Personnel, programs, and outreach materials will be necessary to promote tools for advocacy, understanding of student levels of proficiency and ways to support students, and strengthening communication/interdependence throughout the school community and Educational Partners.

Attendance:
The California Dashboard placement for the Arvin Union School District in regard to attendance is Very Low for all student groups. While overall trends provided by Kern Integrated Data Systems (KiDS) indicate each of the nine months of school (as of April 2023) have a higher overall attendance rate than 2021-2022, five weeks were identified as having lower overall attendance. Foster student attendance is the best in the district this year with American Indian being the lowest. The overall Chronic rate as measured by A2A and Kern Integrated Data Systems as of April is still, on average, approximately 6 points over the California Dashboard Benchmark. American Indian, African American, Homeless, White, and African American students have the highest Chronic Absenteeism rate - almost double that of other student groups. It is critical this focus be maintained to ensure students are engaged in school and have the opportunity to participate in daily instruction.

School Climate:
School safety data from 2022-2023 California Healthy Kids survey data from students, staff, and parents indicates a very significant concern which will require addressing at various levels including safety planning, implementation and follow through of school rules, positive reinforcement and consequences/supports for various behaviors. Parent communication regarding expectations and knowledge of safety trends and their student's role with school climate is critical as parent survey scores are not reflective of percentages noted by staff and students who are on the campuses each day - this is especially significant at the middle school level.   Perceived safety, while increased by 2% for 5th graders has dropped significantly, 8 to 14% depending on the measurement for older students and staff.

Educational Partner input, gathered in in-person input sessions and the end of year district parent survey, overwhelmingly supports site social workers, counselors, school nurses, and support personnel to meet physical, social-emotional, and mental health needs. The implementation of the online component of PBIS, PBIS Rewards (Positive Behavior Intervention Support) and Socio-emotional digital check-ins along with RULER (a social-emotional learning program) have significantly supported outreach to students and supported connections which were desired outcomes of the previous LCAP. Parents and students continue to express excitement to accumulate points which can be redeemed for incentives to support positive behaviors. Utilization of common vocabulary and creating consistency in social-emotional learning checks to support students is becoming more consistent district wide. California Healthy Kids survey results continue to indicate safety as an issue with students and parents - especially at the middle school level. The concern for safety has been mentioned in Educational Partner input sessions to not only reflect the climate on each campus, but the world in general and outside influences which could penetrate the school walls. In addition, input sessions with parents, staff, and students indicate areas for growth with school climate and a desire to increase student belonging and recognition. Suggestions for supervision, high expectations, modeling, and incentivizing good behavior have been mentioned. As a result, the district is focusing on the California Healthy Kids Survey broad climate indicators of

meaningful participation, perceived school safety, and school connectedness. Increases in the number of support staff and continuation of programs implemented were tested with the return to in-person instruction. Specific safety plan actions utilizing personnel and programs funded through LCAP and ESSER funds have facilitated the transition back to school, yet student needs have increased dramatically as noted by mental health referrals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 B - Basic Materials Review Student Access to standards-aligned instructional materials	100% of students have required standards-aligned materials	100% of students have required standards-aligned materials per materials review August 2021	100% of students have required standards-aligned materials per materials review August 2022		Maintain 100% of students have required standards-aligned materials
Priority 1 C - Basic Facilities Inspection Tool Facilities in Good Repair	"Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School	Exemplary status at each school site including El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2021	Exemplary status at each school site including El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2022		"Good" or "Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School
Priority 7 A - Course Access The extent to which students have access to and are enrolled in a broad course of study Master Schedule	100% of students, including unduplicated students, have access to all required areas of broad coursework as stated in Ed Code 51210.	100% of students are enrolled in a broad course of study per Master Schedules 2021	100% of students have access to a broad course of study per Master Schedules 2022		100% of students, including unduplicated students, will have access to all required areas of broad coursework as stated in Ed Code 51210.
Priority 7 B - Course Access	100% of unduplicated students had access	100% of student have access to general	100% of students have access to		100% of unduplicated students had access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services for Low income, English Learner, and foster youth Low - income: School schedules and class lists English Learner: *Class lists leveled by English Learner Support Levels for Designated English Language Development *Classroom walkthrough tool Foster Youth: parent/student survey	to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction Identified English Learners received appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 Baseline 0%	education programs and services including Dual Immersion AVID, and Summer School. 100% of TK-6 have access to music and art education. 100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 1/6/21 per walkthrough evidence and class lists 100% of English Learners received Integrated ELD supports at the Emerging (Level1) or Progressing Implementation level (Level 2) on a 4 level rubric (Emerging, Progressing, Developing, and Full Implementation)	general education programs and services including AVID and Summer School. Students in grades K-8, with the exception of those enrolled in Special Day classes, have access to Dual Immersion. 100% of TK-6 have access to music and art education. 100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 2/1/23 per walkthrough evidence and class lists 100% of English Learners received Integrated ELD supports at or above the Emerging (Level1), approximately 90% at		to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction l00% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 100% of enrolled foster youth and their families are aware of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Enrolled foster youth and their families are aware of programs and services and have access to desired programs and services as measured to survey to be implemented 2021-2022. Baseline 0%	7% of enrolled foster youth and their families reported being aware of programs and services.	or above the Progressing Implementation level (Level 2) , approximately 85% at or above a Level 3, and approximately 10% at a Level 4 on a 4 level rubric (Emerging, Progressing, Developing, and Full Implementation) 100% of enrolled foster youth and their families reported being aware of where to get educational help. 66% know what programs and services are available to them.		programs and services and have access to desired programs and services
Priority 7 C - Course Access Programs and services for students with disabilities Program Checklist	IEP Program Services Review 100% of pupils with exceptional needs had access to and received special education programs and services in the	100%of IEP's were reviewed for access to services identified for each student. 100% of students were identified to have received services in the least restrictive environment identified	100 % of IEP's were reviewed for access to services identified for each student. 100% of students were identified to have received services in the least restrictive environment identified		IEP Program Services Review 100% of pupils with exceptional needs had access to and received special education programs and services in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	least restrictive environment as detailed in their IEP's as noted in Program Review - checklist to be developed. Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year	in the IEP utilizing the program checklist.	in the IEP utilizing the program checklist.		least restrictive environment as detailed in their IEP's as noted in program checklist. Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year
Priority 6 A - School Climate Suspension rate DataQuest	DataQuest 1.0% for 2019-2020 partial year DataQuest 2019-2020 Groups over 1.8% Suspension rate: African American Foster Students with Disabilities	DataQuest 2020-2021 All students = 0.1% Groups reported at or over 1.2% Suspension rate: White 1.2%	DataQuest 2021-2022 All students = 0.08% Groups reported at or over 1.2% Suspension rate: Black 4.7% High White 2.2% Medium Foster 4.0% High		maintain all students at or below 1.2% with every student group below 1.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 B - School Climate Expulsion rate DataQuest	DataQuest 0.09% for all students- for the 2019-2020 school year	DataQuest 2020-2021 Expulsions = 0	DataQuest 2021-2022 Expulsions = 0		maintain at or below 0.09% for all students
Priority 6 C - School Climate California Healthy Kids Survey -Students	Elementary 2019-20 data School connectedness 74% Perceived school safety 75% Meaningful participation 51% Middle school 2019-20 data School connectedness 67% Perceived school safety 61% Meaningful participation 32%	Elementary 5th grade 2021-2022 School connectedness 68% Perceived school safety 76% Meaningful participation 43% Elementary 6th grade 2021-2022 School connectedness 62% Perceived school safety 63% Meaningful participation 32% Middle school 2021-2022 School connectedness 47% Perceived school safety 45% Meaningful participation 18%	Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74% Meaningful participation 49% Elementary 6th grade 2022-2023 School connectedness 61% Perceived school safety 65% Meaningful participation 37% Middle school 2022-2023 School connectedness 41% Perceived school safety 37% Meaningful participation 18%		Elementary School connectedness 80% Perceived school safety 80% Meaningful participation 75% Middle school School connectedness 75% Perceived school safety 70% Meaningful participation 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 C - School Climate California Healthy Kids Survey -Safety Staff	Elementary 2019-20 data Safe place for staff 48% Safe place for students 48% Meaningful student participation 40% Middle School 2019-20 data Safe place for staff 15% Safe place for students 13% Meaningful student participation 25%	Elementary 2021-2022 data Safe place for staff 63% Safe place for students 63% Meaningful student participation 43% Middle School 2021-2022 data Safe place for staff 23% Safe place for students 25% Meaningful student participation 31%	Elementary 2022-2023 data Safe place for staff 43% Safe place for students 46% Meaningful student participation 42% Middle School 2022-2023 data Safe place for staff 14% Safe place for students 9% Meaningful student participation 23%		Elementary Safe place for staff 60% Safe place for students 60% Meaningful student participation 60% Middle School Safe place for staff 60% Safe place for students 60% Meaningful student participation 60%
Priority 6 C - School Climate California Healthy Kids Survey - Safety/Engagement Parents	Safe place 2019-20 data Elementary 49% Middle School 47% Meaningful student engagement 2019-20 data Elementary 48% Middle School 43%	Data acquired under distance learning circumstances during COVID - data not acquired for middle school not in person Safe place 2020-2021 data Elementary 13% Middle School not yet in person Meaningful student engagement 2020-2021 data Elementary 25%	Safe place 2022-2023 data Elementary 51% Middle School 33% Meaningful student engagement 2022-2023 data Elementary 48% Middle School 38%		Safe place Elementary 65% Middle School 60% Meaningful student engagement Elementary 65% Middle School 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Middle School not yet in person			
Priority 3 A- Parent and Family Engagement - Efforts the school district makes to seek parent input in making decisions for the district and each school site California Healthy Kids Survey - Parents	California Healthy Kids 2019-2020 parent engagement question Elementary 46% Middle School 40%	CHKS 2020-2021 parent engagement question - encourages me to be an active partner Elementary 37% Middle School 31% engagement question - actively seeks the input of parents Elementary 33% Middle School 36%	CHKS 2022-2023 parent engagement question - encourages me to be an active partner Elementary 46% Middle School 29% engagement question - actively seeks the input of parents Elementary 45% Middle School 28%		California Healthy Kids Parent Engagement Question Elementary 60% Middle School 60%
Priority 3 B- Parent and Family Engagement - How the district will promote parental participation for low-income, English Learner, and foster youth Family and Community Engagement Metric 6 questions Four point rubric: Emerging, Progressing,	2020-2021 Staff survey indicates a range from 43% to 61% at the Excelling or higher level	2021-2022 Staff survey indicates a range from 50 to 61% at the Excelling or higher level	2022-2023 Staff Surveys indicates a range from 47 to 63 at the Excelling or higher level.		Staff survey indicates an increase of 10% in the minimum and maximum of the range at the Excelling or higher level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Excelling, and Building Capacity					
Priority 3 C Parent and Family Engagement Promote Parental participation in programs with students with disabilities Parent survey	2020-2021 Parent participation in Special Education Parent Advisory 10 responses	2021-2022 Parent Participation in Special Education Parent Advisory 26 attendees/responses	2022-2023 Parent Participation in Special Education Parent Advisory 8 attendees/responses		Parent participation in Special Education Parent Advisory survey 75 responses
Priority 5 A - Attendance rates District report and Attention2Attendance mid year report	Average attendance rate 2020-2021 Mid-year March = 94.03% 2020-2021 A2A mid - year data Excellent attendance 38.6% Satisfactory attendance - 29.5% Manageable attendance - 14.4% Chronic attendance - 10.8% Severe chronic - 6.7%	Average attendance rate 2021-2022 Mid-year Jan 28 = 89.12% 2021-2022 A2A February mid-year data Excellent attendance 24.5% Satisfactory attendance - 40.24% Manageable attendance - 21.6% Chronic attendance - 11.0% Severe chronic - 2.6% 2021-2022 KIDS Dashboard May No absence issues 38%	Average attendance rate 2022-2023 Mid year Feb 3= 92.54% 2022-20223A2A February mid-year data Excellent attendance 19% Satisfactory attendance - 29% Manageable attendance - 27% Chronic attendance - 20% Severe chronic - 5% 2022-2023 KIDS Dashboard May		Average attendance rate 94% A2A mid-year data Excellent attendance above 30% Satisfactory attendance above 40% Manageable attendance above 20% Chronic attendance below 9.0% KIDS Dashboard May No absence issues 55 % Trending chronic 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Trending chronic 15% Nearly chronic 14% Chronic 33% Chronic absence rate KIDS May All students 33.10% EL 30.21% SED 32.34 Foster 28.57 Homeless 41.81% SWD 35.82%	No absence issues 46% Trending chronic 16% Nearly chronic 14% Chronic 25% Chronic absence rate KIDS May All students 25.08% EL 22.13% SED 23.92% Foster 0% Homeless 46.43% SWD 28.75% Migrant 21.05% African American 55.56% Hispanic 24.16% White 39.58%		Nearly chronic 15% Chronic 15% No individual student group chronic rate to exceed 15%
Priority 5B Chronic Absences California Dashboard	California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange	California Dashboard Suspended no current data available California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange	California Dashboard 2021-2022. No color performance reported. Chronic absent - (very high - above 20% for all groups) All students - very high African American - very high White - very high Homeless - very high		California Dashboard English Learners - yellow Socio-economically disadvantaged - yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students with Disabilities very high Socio economically disadvantaged - very high Hispanic - very high English Learners - very high Foster - very high		
Priority 5B - Chronic Absences DataQuest	9.7% for all students for the last full school year of 2018-2019 Groups over 15% Chronic Absentee rate: African American (38.1%) Foster (22.2%) Students with Disabilities (17%)	Dataquest 2020-2021 All students = 19% Groups at or over 15% target = African America 62.1% Hispanic 18.1% English Learners 18.3% Foster Youth 41.7% Homeless 22.2% Migrant 17% Students with Disabilities 23.1% Socio-economic disadvantaged 19.8%	Dataquest 2021-2022 All students = 33.4% Groups at or over 15% target African American 74.4% White 45.2% Homeless 42.1% Students with Disabilities 38.8% Socio-economically disadvantaged 33.9% Migrant 30.7% English Learner 29.8% Hispanic 32.5% Foster 27.3%		Dataquest maintain at or below 9.7% for "all students" individual student group chronic rate not to exceed 15%
Priority 5 C - Middle School Dropout rate CalPads End of Year Report	CalPads End of Year Report 2019-2020 0%	CalPads End of Year Report 2020-2021 0%	Cal Pads End of Year Report 2021-2022 0%		CalPads End of Year rate 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 D - High School Drop out rate	Not Applicable - High school only	Not applicable - High School only	Not applicable - High School only		Not applicable - High school only
Priority 5 E - High School Graduation Rate	Not Applicable - High school only	Not applicable - High School only	Not applicable - High School only		Not applicable - High school only

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Engagement Teams	Four Student Success Facilitators (one at each campus) and Four Attendance Clerks (one at each campus) will focus on supporting student attendance through direct services including outreach, home visits, and follow-ups since all of our student subgroups were a "very high" on the dashboard for chronic absenteeism. Four Categorical Clerks (one at each campus) and six Campus Supervisors with expanded hours funded through Title IV and ESSER III (one at each elementary and four at Haven Drive) will work closely with Site Administrators, teachers, families and health/mental health teams to support the attendance and engagement of students as local data indicates that our foster and low-income students lack support systems within their households and have additional needs. In order to decrease chronic absences, a targeted focus on conferencing will be expected for students in the manageable group identified by A2A and KIDS given the impact of conferencing on improved attendance.	$1,339,255.00	Yes
1.2	Physical and Mental Health Teams	Five School Nurses (one at each school site and one assigned at the district level to support where needed), Eight Social workers (two at each site) along with one District Health Clerk and one Clinica Sierra Vista caseworker at Haven Drive will work closely with Site Administrators, District Program Directors, teachers, families and the Engagement Team to support social-emotional, mental health, and	$1,875,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
		medical needs of students prompted by high numbers of referrals (312 referrals received between July 2022 to January 2023). The district intends to maintain nurses, the health clerk, and the contract with Clinica Sierra Vista. The district has cancelled its contract with Kern County Superintendent of Schools with the intent of modifying tier 2 and tier 3 services utilizing social workers hired by the district in a more flexible manner to service not only clinical needs but also group-based supports.		
1.3	Family Outreach Team	One Family Resource Center Director, one Family Resource Support Service Clerk, two Support Service Advocates, one Special Projects Clerk, one Community Liaison, and one Parent Ambassador Coordinator will conduct outreach services and workshops to build a home to school connection for families. Some of the projects with this team include a Parent Ambassador Program as well as partnerships to community services and support to promote whole-child wellness and academic success of students. Expand services through the Community Schools Grant with the expectation to apply Winter 2023. Build capacity of community outreach through the implementation of pop-ups facilitated through the FRC and the parent ambassador in conjunction with the support of categorical clerks at each site and the possible addition of a Promotora model funded by SBHIP.	$762,715.00	Yes
1.4	Alternate Learning Academy	One teacher and two 3.75 hour bilingual instructional assistants in an Alternative Learning Academy housed at Haven Drive Middle School will provide services to support students Grades 4-8 in a restorative environment for a short-term with small groups utilizing specialized Restorative Practices curriculum while providing individualized support with educational classes to promote school connectedness and attendance. Bluewater Consulting services will be contracted to support curriculum implementation and professional development for staff working in the Alternative Learning Academy with students as well as to provide professional development for Tier 1 proactive strategies to support behavior. Concerns about the attendance of	$202,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elementary students attending Alternate Learning Academy on the middle school campus will be addressed with new administration at the middle school site. However, program implementation is scheduled to be continued with the addition of training to be conducted once per Trimester by Bluewater Consulting staff to support campus supervisors and ALA staff in transitions back to regular school sites.		
1.5	Attendance/Engagement monitoring and incentives	Promote positive attendance and positive engagement through contracted services for communication and site attention using attendance and positive behavior platforms supplemental to AERIES, the district's School Information System via utilization of Attention2Attendance selected contract components including the PreK-3 Early Attendance Initiative, College and Career Readiness, Positive Attendance Initiative and Excellence recognition to address attendance as all student groups were identified as "high" for absenteeism on the CA Dashboard. Incentives related to excellent and improved attendance will be submitted by each site as part of annual Parent/Student Handbook creation per Board Policy 5126. Families acknowledge reward incentives for attendance mailed out through A2A, yet students express the desire for a recognition amongst peers and staff during school time. Reports will be utilized to acknowledge students both through postcards sent home and at school. In addition to positive points, PBIS online reporting of minor offenses has been piloted at our middle school allowing parents to immediately see both aspects of student behavior. As part of tiered interventions/systemic referral processes this will be expanded to all schools next year. Refinement of job duties will address roles taken for behavior promotion, prevention, and communication with parents.	$97,700.00	Yes
1.6	Social-emotional multi-tiered systems of support	Acquire contracted services for systemic implementation, communication, and recognition of students using RULER, PBIS Online including the Classroom and Administrative level platforms, and Safe School Ambassadors as well as incentives related to excellent and improved behavior to be submitted by each site as part	$244,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of yearly site handbook development per Board Policy 5126 to promote positive social-emotional responses and positive behavior through the implementation of these programs to help students feel physically and emotionally safe and engaged as outcomes measured by California Healthy Kids student survey questions on engagement and safety indicate a need in this area. Further, the addition of a psychologist hired with ESSER funds to support high needs students implementing restorative circles, check-in/check out, and behavior observation.		
1.7	Parent/Family Workshops	In support of establishing strong, healthy, and systematic school, family, and community partnerships; provide training and resources through workshops in English and Spanish including structured programs such as CABE (California Association for Bilingual Educators - Parent Strand), Parenting Partners, Latino Family Literacy, and Family Meals, Parent Ambassador Program, Fresno State University Parent Classes, and District family engagement opportunities including AUSD One Book both in person and virtually to bring families together with district staff promoting social-emotional ties and academic achievement. To enable parents to support their students through the school system and help break down barriers they may encounter given the importance of technology and necessity to access various platforms, conduct trainings to support parent use of technology through the family resource center and site parent centers outfitted with a set of laptops and/or Chromebooks. Costs to include materials for workshops, childcare, snacks, and staff overtime. Includes training, overtime, and materials. Focus on family engagement principals 1.04, 1.05, 5.01, and 5.03.

Increase themed learning events to be offered at various times with a variety of learning targets to promote parent involvement and awareness of grade level standards. Assign tasks and workshops to categorical clerks. Research FACE programs at BCSD and San Juan Unified School District to expand district implementation. Addition of Family Take Home Enrichment Learning Kits for AUSD One Book and Math/Science Activities. | $387,089.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
1.8	Communication Platforms	Facilitate parent awareness and involvement through utilization of Parent Square, Schoolwise Parent Portal, Zoom, TEAMS, parent newsletters, and the district website as feedback from these educational partners indicates these means help to support student engagement. The district will gather information on a regularly scheduled basis through Teams, Google surveys, KiDS surveys, and California Healthy Kids surveys to further promote engagement and address California Dashboard data for absenteeism and low achievement. Costs will include contracts and training agreements for this action step. The district will transfer from SchoolWise to Aeries as our student information system. The robustness of this system will ensure faster integration of systems, reporting, organized documentation, and will require a transition to another new parent portal and related training to access the portal.	$32,750.00	Yes
1.9	Personnel for student supervision	Noon Duty and Gate staff will promote a positive climate and healthy relationships with students as Student Survey data indicates students want to feel safe and engaged at school. Provide ProAct training, SEL training, utilization of the PBIS tool and implementation of a systemic referral process to support student supervision.	$144,265.00	Yes
1.10	Safe physical environment	Due to our rural district location and extreme weather conditions, continue the position of district HVAC technician ensuring immediate repairs that facilitate a healthy, safe environment with filtered air without student displacement or interruption of learning for students as CA Dashboard reflects a need for focus on student achievement maximizing learning time is essential. Safety/security updates and school and playground facilities upgrades to ensure equitable school facilities throughout the district. This action step includes a focus on providing additional outside play materials for TK and Kinder.	$397,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Expand educational extension activities	Expand educational/support extension activities including educational assemblies, field trips, access to services such as virtual workshops and assemblies, camps including Camp Keep for 6th graders, Haven Drive graduation trip, college visits/virtual tours, etc. to promote engagement and provide enrichment opportunities students may not otherwise encounter and include costs to for entry fees, transportation, and staffing. Increase the number of custodian / bus drivers by 4 beyond ESSER funds to support direct services to students at sites, afterschool, and field trips. Increase incentive opportunities and college visits to motivate students and provide experiences for socially economically disadvantaged students, foster, and homeless as educational partners particularly to expand student experiences. Investigate a variety of career oriented experiences, community engagement, experiences to bring awareness.	$478,556.00	Yes
1.12	Bridging the digital divide	To bridge the digital divide ensuring at school connectivity and access at home is equitable for all students while promoting differentiated instruction with Chromebooks classroom labs available in each classroom to accommodate student access without having to carry back and forth between home and school each day, ensure internet connectivity and ensure replacement of devices to maintain 2 to 1 Chromebook distribution at the elementary sites and 1 to 1 at the middle school with mice, headphones, and related maintenance to promote student engagement and achievement as local and state data reflect these are areas of need for students. To ensure replacements are available conduct regular reviews of inventory.	$280,000.00	Yes
1.13	Equitable school facilities	Enhance, expand, and maintain upgrades and replacement projects for additional student safety as requested by educational partners (parents, staff, and students) including to expand and upgrade cameras to cover blind spots, electronic door access with automatic locks installed, safety vests, and such equipment throughout the district in light of a rise in vandalism and crime communitywide with apparent goals of reselling or trading district materials which affects	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and California Healthy Kids scores indicates staff and students concerns over safety is high. Provided required system updates to continue efficient use of the cameras.		
1.14	Expanded course offerings	Expand course offerings to students district wide including 2 rotating district elementary art teachers, 2 rotating district elementary music teachers, and continuing with 1 site based physical education teacher at each elementary site to facilitate student engagement and address the metric for chronic absenteeism, connectedness, and engagement. To further address student engagement, implement Interactive Science/Project Lead the Way classes at the middle school as electives and continue AVID as a districtwide initiative to support student readiness for college and career including salaries and materials to provide expanded curricular activities. Ensure all student have access to a diverse set of elective courses and the opportunity to participate in hands-on and engaging activities through the purchase of course related materials and aligned professional development.	$1,468,936.00	Yes
1.15	After School Sports	Offer after school sports activities to promote a sense of belonging and meaningful engagement for students as reflected in both Student Surveys and Educational Partner Input as being "high interest" and promote engagement and attendance. This action includes salaries, related uniforms, and supplies. Expand sports at all sites to promote a sense of belonging and engagement. Modify the implementation and structure of PE at the middle school to promote active participation through the addition of one teacher to decrease class size (funded this year out separate funds not included in this plan nor total funds shown.	$146,000.00	Yes

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.

Action 1.1 was partially implemented as planned, however not all students are yet benefiting from its implementation. With the decrease of independent study, the district did not continue the second position of attendance clerk dedicated to independent study added during COVID. Arvin Union School District levels of chronic absence mirror Kern County Averages. Successes include significant outreach by attendance clerks, student success facilitators, and categorical clerks was conducted, vehicles were able to be purchased in January and are used on a daily basis to support attendance efforts with home pick-ups, and campus supervisors support with behavior. A challenge was staff absences at several sites which impacted daily implementation and continued difficulty with bringing students back to daily instruction.

Action 1.2 was partially implemented as planned. School nurses and a health clerk provided daily support at all school sites to meet the medical needs of students. Social workers provided 266 direct services including risk assessments, crisis intervention, classroom observations, and home visits in the time period July through January. Social workers also supported the implementation of the PBIS and the SEL program RULER throughout the district. A Clinica Sierra Vista case worker provided mental health support through case management. A challenge was to keep our registered nurse positions filled and to coherently implement the RULER curriculum.   A success was to work through a long anticipated transition with KCSOS to transition from contracted social workers to in-house hires for the 2023-2024 school year and looking forward to more group sessions to serve more students.

Action 1.3 was fully implemented as planned. The family outreach team has specifically focused on foster and homeless case management in addition to community services and outreach events. The expansion into a second building enables the family resource group to be able to provide food, clothing, school supplies, and support to access local, state and federal support resources. With the return to in-person events, this group collaborates and provides services through expanding connections with community partners including the South Valley Neighborhood Partnership. The community liaison, Parent Ambassador, and Special Projects clerk have facilitated translation, regular communications, parent meetings and workshops, and supporting staff from Action 1.1. Successes included case management of foster and homeless students. Challenges continue to be getting the message out regarding services available through the Family Resource Center.

Action 1.4 was implemented as planned with substitute aides filling the role of absent staff. 90 students were served in this program - 58 from the middle school and 31 from elementary sites. The Alternative to Suspension (ALA) class utilizes curriculum from Bluewater Consulting which provides restorative practices while reflecting on the offense. A success was the number of students not returning after one enrollment period in ALA. A challenge was in-consistency of referrals and follow-up after attending.

Action 1.5 was fully implemented as planned. Attention 2 Attendance provides conferencing prompts, tracking of students, mid-year overall reports, and various on demand reports to support attendance tracking and intervention. School site administrators purchased and distributed incentives to reward excellent and improved attendance. A success was the decrease of chronic absentee numbers from the previous year. A challenge was implementation of a SARB without support of law enforcement.

Action 1.6 was largely implemented as planned. SEL and positive behavior systems and programs have been implemented. An additional psychologist was hired, yet is facilitating the high number of referrals for assessment following post COVID identification of needs in addition to the social emotional support originally planned. Implementation of PBIS online facilitates all staff being involved and encouraging positive behavior. A challenge is the lack of a district structured intervention system. A success was focus on signage and attention to support schoolwide PBIS at the elementary schools.

Action 1.7 included various steps to phase in implementation. The parent ambassador program has facilitated 183 enrollees in classes held by Fresno University with 66 graduates from Fall and Spring programs. District workshops lead by staff, in addition to site programs, including Parenting Partners, Latino Family Literacy, and socio-emotional workshops with the goal to promote social emotional ties and academic achievement of students. A success is the feeling of success of graduates. A challenge is providing a wide range of parent engagement activities to encourage attendance of more parents.

Action 1.8 was fully implemented as planned. Communication platforms are used by district staff to run meetings, share information, post events, share student progress, and gather survey information. A success was regular posting of a wide variety of information in various ways. A challenge was ensuring equity of use.

Action 1.9 was fully implemented as planned. Noon duty and gate staff have been expanded to promote positive climate and healthy relationships including overseeing school locations with identified higher incidents of negative behaviors including bathrooms, toy areas, etc. A success was the reporting of students that noon duty people help them feel safe. A challenge was keeping these positions filled.

Action 1.10 was implemented as planned. A success was the district HVAC technician has insured the displacement of no more than 5 classrooms this year and proactively prevented over 300 service calls which would have necessitated outside service or significant disruption to classes. Safety updates and playground upgrades continue to be expanded, funds were allocated to support materials for four TK classrooms and staff to accommodate one classroom beyond the date range. A challenge was predicting enrollment numbers for Transitional Kindergarten to ensure facilities are ready.

Action 1.11 was implemented as planned. Low-income students were afforded the opportunity to participate in educational field trips in and out of the county, Camp KEEP, and incentive field trips. A success is the fact that all grade levels returned to in-person field trips after several years of limited travel. A challenge was bussing and the difficulty of having bus drivers to cover trips and regular routes.

Action 1.12 was implemented as planned. A success is 100% of students have access to Chromebooks, related accessories, and internet access to towers installed in 2021-2022 provide an opportunity for access to district families around the district ensuring connectivity for families who do not have access. A challenge has been the breakage rate requiring replacement purchases.

Action 1.13 was implemented as planned. All school site campuses are now equipped with surveillance cameras which continue to be expanded to cover blind areas and automatic locks are gradually being added to doorways and gates. Safety vests, radios for communication regarding student supervision, materials for lock-downs, and infrastructure to promote safety have been included in this

action step. A success was the use of the cameras to support identification of suspects for safety or crime issues. A challenge has been communication structures regarding student supervision to ensure action but assure confidentiality.

Action 1.14 was partially implemented. Two art teachers, one music teacher, and a physical education teacher at each elementary school have been supporting the offering of diverse class courses.   Interactive science/ Project Lead the Way classes have been implemented at the Middle School. AVID continues to be a districtwide initiative to support student readiness for college and career. Materials and training have been funded through LCAP. A success was the engagement of students and concerts and shows for art products. A challenge has been regular access to the scope and scale of music desired by only one music teacher.

Action 1.15 was partially implemented as planned. Skyhawks Sports Clinic funded through ELOP was rotated through each elementary school site throughout the school year and sports incorporated into the after school program, however additional stipend positions for the elementary sites were not flown for this school year. Middle school site offered a variety of seasonal sports for all students to the scale anticipated. A success is 177 students participated in middle school sports - 24 Football, 25 volleyball, 37 basketball, 47 soccer, and 44 softball.   A total of 174 participated in expanded learning opportunity sports in 4th through 6th grade at the elementary sites- 67 at El Camino, 51 at Sierra Vista, and 56 at Bear Mountain average daily attendance for sports. A challenge was integrating Expanded Learning Opportunity with staff available.

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2021-2022 LCAP Goal 1 was 8,507,715.   The estimated actual expenditures for 2021-2022 was 9,413,791.45. This is an increase over budget by of $906,076.15. The substantive differences were in the following actions:

Actions 1.1, 1.2, 1.3, 1.4, 1.9, & 1.14:   District negotiated raises for the 2022-2023 school year increased the cost of personnel within the listed action steps.
Action 1.5: Costs for attendance related items were less than expected as not all sites accessed all funds set aside for attendance incentives.
Action 1.6: A significant focus was placed on implementing structures for PBIS including signage and incentives increasing the actual expenditures over that budgeted.
Action 1.7: A significant decrease in costs expected for parent/family workshops is noted as the increased scope of family workshops was not fully met.
Action 1.8:   Costs estimated for Go Guardian were not encumbered as Lightspeed includes teacher observation of student workstations and that contract was cancelled.
Action 1.10: Costs and scope for equipment to be placed on school playgrounds to support safe play areas was higher than estimated.
Action 1.11: Costs for field trips were lower than planned. Contracting with outside bussing companies was not available and local bus availability limited trips to one per grade level and limited extra trips.

Action 1.12: Costs for this action step were increased significantly. Student Chromebook breakage rates have been very high and carry-over money from 2021-2022 was allocated to this action step to rebuild Chromebook inventory to facilitate immediate replacements for breakage.
Action 1.13: Carry over money from 2021-2022 was allocated to adding extra playground equipment to upper grade playgrounds at the elementary sites which increased costs of this action step.
Action 1.15: After school sports at the elementary level were not conducted with LCAP funded stipends. Elementary sports were integrated into ELOP programs which caused a decrease to expected costs in this action step.

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

Action 1.1 While the district is not achieving the desired improvement in chronic absenteeism, we have observed sustained improvement in overall attendance as a direct result of 611 attendance conferences having been held as of March 24th, 2023 and the utilization of new district vehicles used on a daily basis for student transportation addressing students with attendance issues and/or home visits. Attention 2 Attendance indicates a 59% attendance improvement rate following an attendance conference which indicates the critical role these positions play and the importance of continuation of this action step and focus. Foster youth positive attendance is currently at 98% while last year was 100% chronic. Low income and English learner attendance is currently at 93%. Significant outreach by attendance clerks, student success facilitators, and categorical clerks indicates a battle to achieve the end of year attendance rate of 92.75% an increase over 91% the previous year as measured by Kern Integrated Data Systems.

Action 1.2 20 parenting workshops covering various topics were facilitated by social workers in efforts to expand collaborative partnerships and to support parenting skills as related to student's mental health and academic success. As of May mid-year reports indicate 266 students received wrap-around services with the goal of fostering a welcoming and safe environment following 312 referrals received between July 2022 and January 2023. Nurses cared for students' daily needs, provided medication, conducted screenings, responded to emergencies, and supported parent decisions to send students with symptoms of COVID/cold/flu/allergies to school. The physical and mental supports also tie to improving the district attendance rate - although not at the speed we had hoped for.

Action 1.3 Our Parent Ambassador is taking the lead along with our new Community Schools Coordinator to gather input and promote connections and relationships with families. FRC staff attended 8 community events and 8 collaborative meetings. The team held 462 homeless contacts, 44 foster contacts, 40 dignity health screenings, 836 unemployment/disability/paid-family leave, and 1250 walk-in/appointments.

The following action steps directly relate to identification as a Low overall status for suspension on the California Dashboard:
**Action 1.4 While 90 students have been serviced in the ALA (Alternative to Suspension Class), only 18 have been repeat attendees in the program indicating the curriculum utilized is productive. This action step ensures students are able to continue their school work, not incur an absence, and be involved in restorative practices while in the ALA class.
**Action 1.13 Per student focus groups feedback was provided that students feel safer with the addition of cameras, but this is still a concern. 65% of 6th graders and 37% of 7th grade students reported feeling safe at school on the last California Healthy Kids Survey. This

action step has also supported implementation of Alternate Learning Academy vs. suspension when cameras can be reviewed for evidence of negative behaviors and to identify core groups or individuals involved also preventing further negative behaviors as behaviors can be investigated and caught early.

Action 1.5   A total of 4,529 parent communication pieces were sent by A2A as of February 10th, 2023. This is an increase of 1,698 as of this date the previous year, which along with conferencing, indicates the challenge of ensuring attendance. Attendance incentives have supported an end of year attendance rate of 92.75% an increase over 91% the previous year on the same week as measured by Kern Integrated Data Systems.

Based on analysis of California Healthy Kids metrics, particularly "meaningful participation", as measured by CHKS for 5th and 6th grades, an increase of approximately 5% was supported by the following action steps (this did not translate to the middle school):
**Action 1.6 Twenty current staff members were trained as RULER facilitators and support RULER implementation at each campus. Students are learning how to express themselves yet this program has not taken hold district-wide due to inconsistent implementation at various sites. This has been identified as a target area for the School Based Mental Health Grant and a district staff member will be assigned to oversee and support implementation for the upcoming year.
**Action 1.11 100% of students participated or had the opportunity to participate in grade level field trips which supported engagement. Student and parent feedback during focus groups shows that students enjoy field trips and gain from the experiences of visiting new places.
**Action 1.14 100% of elementary students have the opportunity to participate in art, music, and PE. Interactive science/ Project Lead the Way classes are currently offered at the middle school level. AVID strategies are expected to be utilized in all classrooms at all schools and 100% of teachers have received either new teacher training, AVID training, flex workshops, or support from coaches or Teachers on Special Assignment to support student use.
**Action 1.15 100% of middle school students were offered the opportunity to participate in After School Sports well as Expanded Learning Opportunity clubs.

Action 1.7 Although workshop strands are planned, parent attendance is limited to small group of consistent attendees who lend themselves to being parent ambassadors. Attendance by unique individuals/families is much higher and reaches a wider audience when offered by program, grade level, school campaign, and including hands-on, purposeful learning activities versus meetings. Zoom has been an option for various workshops. 66 parents graduated from Fresno Pacific classes online. Parenting Partners in person class attendance had a total of 43 graduates. These are a series of classes. One time workshops at the site with a hands on component like AVID or math nights have a much higher daily attendance rate as affirmed by educational partner input sessions.

Action 1.8 Families of English Learners, foster and low income have become more technology oriented and access platforms. Family registrations for Parent Square range from 97% to 100% at our four school sites. The district website has been revamped and promotes ease of use through department subsections. The availability of Spanish and English paper surveys for California Healthy Kids facilitates parent responses. 53% of parents, in a district survey conducted in May, responded that text is their preferred communication with 17% the Parent Square app. 82% of respondents stated the school actively seeks parent input related to their child's education.

Action 1.9 Students during focus groups indicated that increased visibility and supervision promotes a feeling of safety. However, declines in CHKS data are concerning. Only 65% of 6th graders and 37% of 7th grade students reported feeling safe at school on the 2022-2023 California Healthy Kids Survey. Middle school outcomes are significantly lower in all areas of connectedness, participation and safety and the district has not yet achieved the goal set for LCAP. Student perceptions of safety and security were topics of the Continuous Improvement Process conversations and survey input and a root cause has been written noting the concerns. Additional gate personnel allow for early entry to accommodate family needs at drop off. Supervision directly aligns to the status of LOW on the California State Dashboard and an end of year suspension rate of 0.80% as reported by Kern Integrated Data Systems.

Action 1.10 Student engagement opportunities on the playgrounds has been significantly improved with the addition of toy structures to elementary playgrounds. as reported by students and staff in focus groups. Negative behaviors during recess have decreased with the addition of equipment in early Spring which allows students to spread out. HVAC support ensures that students and staff are not displaced during the educational school day as repairs are immediate vs having to wait for a vendor who many times puts Arvin, as a rural area, on the back burner. The district HVAC technician has insured the displacement of approximately 5 classrooms this year and proactively prevented over 300 service calls which would have necessitated outside service or significant disruption to classes.

Action 1.12 The district has ensured all students have equal access to technology and connectivity. A 2 to 1 Chromebook ratio at the elementary school sites was promoted by staff and parents and was implemented this year to facilitate work at home and at school. 85% of parents, in the district May survey, responded that their child uses a Chromebook at home for online learning and / or homework. This allows students equitable access at all times to coursework.

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.

Action 1.1 In order to decrease chronic absences, a targeted focus on conferencing will be expected for students in the manageable group identified by A2A and KIDS given the impact of conferencing on improved attendance.

Action 1.2 The district intends to maintain nurses, the health clerk, and the contract with Clinica Sierra Vista. The district has cancelled its contract with Kern County Superintendent of Schools with the intent of modifying tier 2 and tier 3 services utilizing social workers hired by the district in a more flexible manner to service not only clinical needs but also group-based supports.

Action 1.3 Expand services through the Community Schools Grant with the expectation to apply Winter 2023. Build capacity of community outreach through the implementation of pop-ups facilitated through the FRC and the parent ambassador in conjunction with the support of categorical clerks at each site and the addition of a Promotora model funded by SBHIP.

Action 1.4 Concerns about the attendance of elementary students attending Alternate Learning Academy on the middle school campus will be addressed with new administration at the middle school site. However, program implementation is scheduled to be continued with the

addition of training to be conducted once per Trimester by Bluewater Consulting staff to support campus supervisors and ALA staff in transitions back to regular school sites.

Action 1.5 Families acknowledge reward incentives for attendance mailed out through A2A, yet students express the desire for a recognition amongst peers and staff during school time. Reports will be utilized to acknowledge students both through postcards sent home and at school.

Action 1.6 In addition to positive points, PBIS online reporting of minor offenses has been piloted at our middle school allowing parents to immediately see both aspects of student behavior. As part of tiered interventions/systemic referral processes this will be expanded to all schools next year. Refinement of job duties will address roles taken for behavior promotion, prevention, and communication with parents.

Action 1.7 Increase themed learning events to be offered at various times with a variety of learning targets to promote parent involvement and awareness of grade level standards. Assign tasks and workshops to categorical clerks. Research FACE programs at BCSD and San Juan Unified School District to expand district implementation.

Action 1.8 The district will transfer from SchoolWise to Aeries as our student information system. The robustness of this system will ensure faster integration of systems, reporting, organized documentation, and will require a transition to another new parent portal and related training to access the portal.

Action 1.9 Provide ProAct training, SEL training, utilization of the PBIS tool, and implementation of a systemic referral process.

Action 1.10 Provide outside play structures for TK and Kindergarten.

Action 1.11 Increase incentive opportunities and college visits to motivate students and provide experiences for socially economically disadvantaged students, foster, and homeless as this group particularly mentioned their desire to go to other places. Investigate a variety of career-oriented experiences, community engagement, experiences to bring awareness.

Action 1.12 Ensure ancillary replacements for Tech are available by conducting regular reviews of inventory.

Action 1.13 Provided required system updates to continue efficient use of the cameras.

Action 1.14 Ensure all students have access to a diverse set of elective courses and the opportunity to participate in hands-on and engaging activities.

Action 1.15 Expand sports at all sites to promote a sense of belonging and engagement. Modify the implementation and structure of PE at the middle school to promote active participation.

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	Accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

An explanation of why the LEA has developed this goal.

Academic achievement of students in Arvin is a priority of staff, the community, and students themselves, as reported in input from our Educational Partners through various surveys and meetings. The needs of unduplicated students within the district are great as we reflect on the most current California Dashboard and the declines noted since the last posted Dashboard Data in 2019. A pattern of significant, consistent growth indicating a cohesive cycle of improvement is not represented by CAASPP data over the years for any particular student group which has led to a Problem of Practice constructed through 2023 Continuous Improvement Process work. The district's identified Problem of Practice states: State and local data indicates the Arvin Union School District has yet to consistently implement equitable actions through aligned systems of continuous improvement with integrated supports to improve social, emotional, behavioral, and academic outcomes for ALL students at ALL schools. Root causes indicate: 1)Inconsistent Tier 1 (universal) social, emotional, behavioral, and academic instruction and supports. 2) Lack of a structured referral process and system of intervention for Tier 2 and Tier 3 to address manifested behaviors and academic needs. 3) Need to build a culture of shared accountability by all educational partners for expected student outcomes on state and local measures.

The 2021-2022 California School Dashboard was utilized for the following data which indicate the significant academic needs of district students:
English Learners, Homeless, and Students with Disabilities have a status of Very Low while Hispanic, Socioeconomically Disadvantaged and White have a status of Low in the area of Language Arts. Student performance in Language Arts indicates the district performance is 60.3 points below the state distance from standard with individual student groups ranging from a Very Low of 124 points below standard for Students with Disabilities to the highest achieving group of 60.4 points below standard for Hispanic.
Student performance in Math places the district 97.2 below the state distance from standard with English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities identified with a status of Very Low and White Students given a status of Low. Student performance in Math indicates student groups ranging from a low of 144.7 points below standard for Students with Disabilities to the highest performing student group at 90.5 points below standard.

Intervention data from 95% Group Beginning of Year Assessment to Spring Assessment comparison indicates First Grade growth from 1 to 31% Core. Second grade growth from 2 to 30% Core (an increase of 13% from the previous year), and Third Grade growth of 10 to 36% Core (an increase of 11% core from the previous year). The definition of core varies by grade level based on skills related to content standards for the grade level. First grade core has been defined by the district as passing skill 5, Second grade core is defined as passing

skill 9, and Third grade core is defined as passing Skill 15. While this is an area for celebration, during March assessments, 69% of First Graders had not passed Skill Level 5, 70% of Second Graders did not pass Skill Level 9, and 64% of students did not pass Skill Level 15 which are significantly focused on grade level foundational skills.

STAR data from Haven Drive indicates the student group "all students" decreased the percentage of students in the urgent intervention level in 8th grade by 7% between 2021-2022 and 2022-2023 Winter Assessment with 10 student groups decreasing the percentage of students at this level. While this is a celebration for district 8th grade students, 7th grade students had only 3 student groups which showed declines in the Urgent Intervention level between the Fall and Winter window for STAR Performance Levels - the three groups indicating declines were Homeless, Migrant, and Students with Disabilities. Winter 2023 data indicates only 21% of eighth grade students and 24% of 7th grade students met the district benchmark. English Learners and Students with Disabilities have a higher percentage of students in the urgent intervention category and lower percentage in the at/above benchmark categories respectively.

71% of students in Read 180 made Lexile gains as of 2/25/23. 29% of the students have already met their end-of-the-year growth goal. 63% of students in System 44 have improved accuracy and 50% have improved their Lexile score and 23% have exceeded their annual growth goal. Students are placed in Read 180 based on STAR cut-points and, while there are gains within the program, the district is not seeing significant gains transferring to other academic assessments.

2022-2023 I-Ready Mid-year data in Math indicates growth districtwide from Window 1 (Fall) to Window 2 (Winter) with 12% of students working at grade level which is a 2% gain over last year. The percentage of students working 3 or more years below grade level dropped 8% yet indicates this is 15% of the district's K-6 population. The percentage of students working 2 years below grade level dropped 5% yet this is 22% of the district's K-6 population.   This increased the percentage of students working one year below grade level by 6% yet 51% of the district population is working one year below grade level. Growth was seen in all grade levels and Winter to Winter comparisons show gains from 2021-2022 however, the impact of distance learning has not yet been overcome as overall K-6 math I-Ready Winter performance still lags behind 2019-2020 levels of performance.

2022-2023 I-Ready Mid-year data in Language Arts indicates growth districtwide from Window 1 (Fall) to Window 2 (Winter) with 18% of students working at grade level which is an 8% gain over last year. The percentage of students working 3 or more years below grade level dropped 5% yet indicates this is 19% of the district's K-6 population. The percentage of students working 2 years below grade level dropped 3% yet this is 22% of the district's K-6 population. The percentage of students working one year below grade level decreased by 1% yet 40% of the district population is working one year below grade level. Growth was seen in all grade levels and Winter to Winter comparisons show gains from 2021-2022 and Language Arts comparisons to Pre-Pandemic 2019-2020 indicates a drop in the number of students working 3 or more years below grade level of 6%, however students on grade level still lag behind pre-pandemic levels by 5%.

Disparities among student groups on I-Ready assessments indicate a need to further disaggregate data outcomes through short and long cycle assessments to ensure just outcomes for all students and student groups throughout the school year.
Math:
2022-2023 I-Ready Mid-year data indicates 7% of English Learners are working on grade level in Math compared to 19% non-English Learners.

2022-2023 I-Ready Mid-year data indicates 9% of Socio-economic Disadvantaged are working on grade level in Math compared to 17% not economically disadvantaged.
2022-2023 I-Ready Mid-year data indicates 5% of Students with Special Needs are working on grade level in Math compared to 10% not Students with Special Needs.

Language Arts:
2022-2023 I-Ready Mid-year data indicates 10% of English Learner students are performing at grade level in Language Arts compared to 30% non-English Learners.
2022-2023 I-Ready Mid-year data indicates 18% of Socio-economic disadvantaged are working on grade level in Language Arts compared to 26% not economically disadvantaged.
2022-2023 I-Ready Mid-year data indicates 6% of Students with Special Needs are working on grade level in Language Arts compared to 19% not Students with Special Needs.

I-Station 2022-2023 Reading Growth in Spanish for students grades K-% indicates 21% of students grew one or more levels, 63% maintained, and 16% declined 1 or more levels.

As district initiatives continue through the years, stability of staff and retaining staff initially hired on permits is viewed as extremely important. Starting over each year with brand new staff does not provide continuity to support student achievement. A review of Professional Learning surveys and Implementation of State Standards Surveys indicate staff responses at district schools and within grade levels vary widely. There is a great need to welcome, train, and support new and long-term teachers to ensure their efforts are acknowledged and that feedback and training is provided for staff members at every level of experience and performance. Support of this may include framework / standards unpacking for new staff and time to revisit for veteran staff. Digging into focus standards, claims and targets, utilizing resources, and unpacking power standards have been called out and professional outside consultants will work directly with site and district staff to support conceptual understanding of the nuances within grade level standards. In addition, it has been noted the biggest jump between "Full Awareness and Student Awareness" is a change from "I fully understand" to "my students engage/understand/have a structured way, etc. A shift in ownership of learning utilizing the Thoughtful Classroom Teacher Effectiveness Framework as a guide to provide lesson design support and feedback utilizing especially episodes 7 (Deepening and Reinforcing Learning) and 8 (Applying Learning) has been determined to be a next step of framework implementation moving beyond the outside quadrants. Student independence and application of skills and problem solving to new tasks has been determined to be largely at the novice or developing level. This, in conjunction with self-reporting averages at the developing level or lower on the Implementation of State Standards surveys, prompts the question, "Are students at all levels exposed to rigorous tasks to productively struggle and provided feedback to approximate higher levels of independent performance?" Intentionally planning for differentiated instruction including the components of Engaging, Exploring, Explaining, Elaborating, and Evaluating requires further attention to ensure student awareness and responsibility for learning with a focus on instructional equity. This work and Professional Learning Communities guided by Cycles of Inquiry which are informed by ongoing formative assessments has been identified by district leadership teams as key elements to promote positive student outcomes.

In consideration of the performance gaps and variation in outcomes among district school sites, we have identified key district and site level personnel, programs, and actions to ensure support for disaggregating data and utilizing this data to support the academic achievement of all

district student groups identified through the data above. Setting up systems to support differentiated instruction will be necessary to meet individual student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	Based on 2019-2020 Assignment Monitoring, 100% of staff are correctly assigned following 2 corrections of mis-assignments	100% correctly assigned	100% correctly assigned		100% of staff Appropriately Assigned
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	80.6% of staff are fully credentialed	89.3% of staff are fully credentialed	86% of staff are fully credentialed		Maintain or increase 80.6% of staff are fully credentialed
Priority 2 - A Implementation of State Standards English Language Arts California State Standards Implementation Metric -ELA 5 point scale: Initial, Developing, Full Awareness, Student	2020-2021 Survey Standards and Framework - 75% Full Awareness or higher Planning - 80% Full Awareness or higher Instruction - 82% Full Awareness or higher	2021-2022 Survey Standards and Framework - 73% Full Awareness or higher Planning - 78% Full Awareness or higher Instruction - 74% Full Awareness or higher	2022-2023 Survey Standards and Framework - 81% Full Awareness or higher Planning - 82% Full Awareness or higher Instruction -84% Full Awareness or higher		Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness Instruction - 75% Student Awareness Formative Assessment - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Awareness, Full Implementation	Formative Assessment - 75% Full Awareness or higher Summative Assessments - 73% Full Awareness or higher	Formative Assessment - 77% Full Awareness or higher Summative Assessments - 75% Full Awareness or higher	Formative Assessment - 90% Full Awareness or higher Summative Assessments - 85% Full Awareness or higher		Summative Assessments - 75% Student Awareness
Priority 2 - A Implementation of State Standards Math California State Standards Implementation Metric-Math 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 81% Full Awareness or higher Planning - 82% Full Awareness or higher Instruction - 83% Full Awareness or higher Addressing Math Practices- 73% Full Awareness or higher Summative and Formative Assessments - 79% Full Awareness or higher	2021-2022 Survey Standards and Framework - 76% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 78% Full Awareness or higher Addressing Math Practices- 65% Full Awareness or higher Summative and Formative Assessments - 68% Full Awareness or higher	2022-2023 Survey Standards and Framework - 79% Full Awareness or higher Planning - 81% Full Awareness or higher Instruction - 84% Full Awareness or higher Addressing Math Practices- 74% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher		Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness Instruction - 75% Student Awareness Formative Assessment - 75% Student Awareness Summative Assessments - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - A Implementation of State Standards Science California State Standards Implementation Metric-Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 42% Full Awareness or higher Planning - 38% Full Awareness or higher Instruction - 44% Full Awareness or higher Summative and Formative Assessments - 50% Full Awareness or higher	2021-2022 Survey Standards and Framework - 38% Full Awareness or higher Planning - 36% Full Awareness or higher Instruction - 39% Full Awareness or higher Summative and Formative Assessments - 38% Full Awareness or higher	2022-2023 Survey Standards and Framework - 49% Full Awareness or higher Planning - 45% Full Awareness or higher Instruction - 49% Full Awareness or higher Summative and Formative Assessments - 46% Full Awareness or higher		Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher
Priority 2 - A Implementation of State Standards History / Social Science California State Standards Implementation Metric-Social Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 54% Full Awareness or higher Planning - 49% Full Awareness or higher Instruction - 52% Full Awareness or higher Summative and Formative Assessments - 56% Full Awareness or higher	2021-2022 Survey Standards and Framework - 43% Full Awareness or higher Planning - 47% Full Awareness or higher Instruction - 45% Full Awareness or higher Summative and Formative Assessments - 40% Full Awareness or higher	2022-2023 Survey Standards and Framework - 55% Full Awareness or higher Planning - 52% Full Awareness or higher Instruction - 54% Full Awareness or higher Summative and Formative Assessments - 50% Full Awareness or higher		Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4-A Student Achievement CAASPP ELA, MATH, CAA, CAST as per California School Dashboard and Smarter Balanced Assessment Results	CAASPP ELA 2018-2019 Data Distance from Standard All Students (-41.5) English Language Learners (-53) Hispanic (-41.7) Socio-economically disadvantaged (-43.4) Homeless (-35.3) White (-41) Students with Disabilities (-102.6) CAASPP MATH 2018-2019 Data Distance from Standard All Students in Math (-72.8) English Learners (-80) Hispanic (-72.9) Socio-economically disadvantaged (-74.9) Homeless (-78.7) White group (-70.2) Students with Disabilities (-127.4). CAST Science 2018-2019 DATA	California Dashboard Suspended No data I-Ready / STAR CAASPP replacement Language Arts % estimated on grade level All students 21% English Learner 7.6% Hispanic 21% White 28.5% SocioEconomically Disadvantaged 19.7% Students with Disabilities 1% Math % estimated on grade level All students 17% English Learner 8% Hispanic 18% White 18% SocioEconomically Disadvantaged 17% Students with Disabilities 4% CAST Science 2020-2021	California School Dashboard 2021-2022. No color performance reported. CAASPP ELA 2021-2022 data Distance from standard All students (-60.3) Low English Learners (-75.6) Very low Homeless (-97.5) Very low Socio-economic disadvantaged (-62.8) Low Students with disabilities (-124) Very Low African American (-35.7) No level Hispanic (-60.4) Low White (-61.7) Low CAASPP Math 2021-2022 data Distance from standard All students (-97.2) Very low		Decrease distance from standard by a minimum of 5 points for each student group in language arts and 10 points in math Increase the percent proficient by 20% for English Learners and Foster and 10% for all other groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Student Met or Exceeded Science 12.54% English Learners 2.94% Hispanic 12.39% Socio-economically disadvantaged 12.22% Homeless 11.11% White 12.50% Students with Disabilities Foster 1.85%	All students - met or exceeded 10.21% English Learners 2.58% Hispanic 10.12% Socio-economic disadvantaged 9.48% Homeless 0% White 15% Students with Disabilities 0% Migrant 8.16%	English Learners (-109.1) Very low Homeless (-126.5) Very low Socio-economic disadvantaged (-99.7) Very low Students with disabilities (-144.7) Very low African American (-99.5) Very low Hispanic (-97.5) Very low White (-90.5) Low CAST SCIENCE 2021-2022 All student Met or Exceeded All students 14.61% English Learners 3.19% Homeless 12.12% Socio-economic disadvantaged 14.06% Students with disabilities 3.51% African American 18.18% Hispanic 14.59% White 15% Migrant 7.60%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4-A Student Achievement Dataquest 2018-2019 CAA	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 39.39% Socio-economically disadvantaged Level 1 36.67% English Learners 10 or fewer tested CAASPP CAA - Math % of students at achievement level All students Level 1 48.48% Socio-economically disadvantaged Level 1 46.67% English Learners 10 or fewer tested	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 91.67% Level 2 8.33% Hispanic Level 1 85.71% Level 2 14.29% CAASPP CAA - Math % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 83.33%	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 37.14% Level 2 34.29% Level 3 28.57% Socio-economically disadvantaged Level 1 36.36% Level 2 33.33% Level 3 30.30% English Learners Level 1 45.83% Level 2 33.33% Level 3 20.83% Hispanic Level 1 37.14% Level 2 34.29% Level 3 28.57% CAASPP CAA - Math % of students at achievement level All students Level 1 57.14% Level 2 31.43% Level 3 11.43% Socio-economically disadvantaged Level 1 57.58%		5% of current students will increase to Level 2.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 2 16.67% Hispanic Level 1 85.71% Level 2 14.29%	Level 2 33.33% Level 3 9.09% English Learners Level 1 62.50% Level 2 29.17% Level 3 8.33% Hispanic Level 1 57.14% Level 2 31.43% Level 3 11.43%		
Priority 4 - B A-G Requirements	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts
Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts
Priority 4 - D Completion of A-g requirements and Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts
Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts
Priority 4-H Pupils prepared for college	Not applicable to elementary districts	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8- Other Student Outcomes Physical Fitness Testing End of Year I-Ready 3rd Grade on Grade Level	Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria (2018-2019) elementary 34.8% middle school 35.4% Scores below are compared to the initial baseline. 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6% 1c. Abdominal Strength 5th grade 84% 7th grade 92% 1d. Trunk Extension Strength 5th grade 99.4% 7th grade 98.5% 1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6% 1f. Flexibility 5th grade 95.8%	Physical Fitness testing 2021-2022: 1a. Aerobic Capacity- not calculated by the state 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 34.26% 7th grade 87.31% 1d. Trunk Extension Strength 5th grade 96.94% 7th grade 91.54% 1e. Upper Body Strength 5th grade 46.52% 7th grade 75.83% 1f. Flexibility 5th grade 64.07% 7th grade 70.09% 2. End of Year 2020-2021 I-Ready indicates 23% of 3rd graders are reading on grade level. 2. End of Year 2021-2022 I-Ready indicates 29% of 3rd	Physical Fitness Testing 2022-2023 1a. Aerobic Capacity- 5th grade 24.29% 7th grade 10% 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 39.30% 7th grade 85.8% 1d. Trunk Extension Strength 5th grade 96.22% 7th grade 95% 1e. Upper Body Strength 5th grade 47.17% 7th grade 66.77% 1f. Flexibility 5th grade 61.95% 7th grade 52.3% 2. End of Year 2022-2023 I-Ready indicates 36 % of 3rd graders are reading on grade level.		Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria maintained at: elementary 34.8% middle school 35.4% Scores below are compared to the initial baseline. Maintain the following: 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6% 1c. Abdominal Strength 5th grade 84% 7th grade 92% 1d. Trunk Extension Strength - 5th grade 99.4% 7th grade 98.5% 1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6% 1f. Flexibility

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th grade 83.8% 2. End of Year 2018-2019 I-Ready Data indicates 17% of 3rd graders on grade level.	graders are reading on grade level.			5th grade 95.8% 7th grade 83.8% 2. End of Year I-Ready Data indicates a minimum of 25% of 3rd graders on grade level.
Priority 4A California Dashboard CASSPP Math and Language Arts	All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math	The following are the most recent performance colors reported on the California School Dashboard: All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math.	California School Dashboard 2021-2022. No color performance reported. California Dashboard English Language Arts -Low All Students Hispanic Socio-economically disadvantaged English Language Arts - Very Low English Learners Homeless Students with Disabilities Math - Low White Math - Very Low All students Hispanic		All students, English Learners, and Socioeconomically disadvantaged are considered "yellow or above" on the California Dashboard in Language Arts and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Socio-economically disadvantaged English Learners Homeless Students with Disabilities		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District personnel to support programs and 21st Century skills	The Director of Curriculum and Instruction, Director of Student Services, Supervisor II of School Instruction, Vice Principals at all sites, and Dean at Haven Drive will be charged with leading Common Core implementation, professional development, and coaching for instructional staff, since our data shows the majority of our student groups are performing in the very low or low performance levels on state assessment for English Language Arts and Math. Additionally, one Certificated Technology staff member and four Classified Technology staff members will ensure functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure support for disaggregating data that will further enhance student academic achievement.	$1,897,917.00	Yes
2.2	Access to wide-reading with a focus on Comprehension	A contracted District Librarian and one Library Clerk per school site will support access to wide reading through the library and associated reading programs including library book purchases, reading support materials, and technology programs expanding opportunities for students based on our need to facilitate student achievement in English Language Arts and Math facilitated through reading comprehension as reflected on outcome data from local and state assessment.	$502,646.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Formative assessment and intervention	Utilization of I-Ready, STAR, and 95%, along with other diagnostic and formative assessments to inform instruction and address low academic achievement of students in English Language Arts and Math with immediacy for use in Professional Learning Teams weekly and to guide site Principal instructional leadership inspection of expectations for student growth supported by the Equity Teacher on Special Assignment (TOSA) funded in action step 3.1. Utilize KIDS (Kern Instructional Data Platform) to disaggregate data focusing on student groups and Ellevation platform to facilitate student language acquisition data communication and feedback related to English Learners. SchoolCity will be utilized for formative assessments and rendering of student data for analysis based on local measures to drive Professional Learning Team (PLT) time and propel instructional conversations, regrouping, and reteaching and/or enrichment for students. Based on local and state data which indicates an immense need for student academic support in both English Language Arts and Math, systematic interventions will be implemented including the following support staff and enhancements: Four certificated elementary intervention staff at each of the three elementary school sites for a total of 12. Instructional Aides (two to three each site funded by LCAP and Title 1 as determined by School Site Council) with additional hours added to classified instructional staff working less than 4 hours in order to supplement targeted intervention and instruction or certificated after school intervention to meet student needs . Further, to build a strong foundation for students and proactively address gaps in ELA and Math, 2 TK intervention teachers as well as 2 TK instructional aides will be added to provide intervention to our youngest learners. Implementation of 2 additional instructional service days to extend the 2023-2024 school year and voluntary professional development for	$1,851,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math, Science, and English Language Arts to support the urgency of addressing student needs as measured on local and state assessment.		
2.4	Summer School / Extended Day Programs	Provide Summer Enrichment to include certificated and classified instructional staff, support staff, transportation, and materials for students to access supplemental instruction to mitigate learning loss and support achievement of state standards at and above grade level. Hire 1 Resource Teacher to lead Extended Day Programs to extend learning time for ELA and Math as local and state data indicate students are performing below grade level standard.	$1,124,498.00	Yes
2.5	Promote biliteracy	Based on Educational Partner (parents, students, staff) feedback in support of biliteracy the district will fund and expand Dual Immersion instructional services at the elementary and middle school providing supplemental opportunity for students to build their academic experience in both English and Spanish as well as provide supplemental dual materials and staff stipends for dual instruction. An I-Station contract will be in place to be utilized by Dual Immersion students to support and assess growth in Spanish Language.	$174,031.00	Yes
2.6	Expand implementation of technology	Instructional staff will utilize Digital /STEM labs and project-based learning materials to engage and enhance a robust academic experience for students based on Educational Partner survey data that indicates desire for hands-on exploratory experiences.	$500,000.00	Yes
2.7	Supplemental Instructional Materials and supplies	As state data indicates that 6 out of 6 student groups are in the "very low" or "low" status for both ELA and Math and i-Ready results show increased lower bands as students' progress through grade levels, supplemental support materials to meet identified needs will be	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		purchased in addition to school supplies to support study and instruction in the classroom.		
2.8	Foster services	Our data indicates that all student groups need to make academic improvement, but Foster Youth is one of the four student groups that need more than others, so they will be supported through transportation supplemental to regular bussing including associated costs. Further this group will be supported through supplemental school supplies and school readiness items to assist with success in school.	$10,000.00	Yes
2.9	Closing the Digital Divide	Since all students need to make one or more year's growth in ELA and Math based on our data that reflects the majority of our student groups are performing in the very low or low performance levels technology to close the achievement gap and digital divide will continue to be implemented by providing two to one Chromebooks for elementary students and one to one Chromebooks for middle school students to use throughout the school year and summer as internet access is a fundamental tool through individual devices. Further, we will continue progress toward installation and upkeep of cell tower infrastructure and routers for homes as needed to push-out internet ensuring students' access to learning including access online supplemental intervention platforms.	$1,000,000.00	Yes
2.10	Instructional platforms and programs	Based on local and state data that indicates students need improvement in ELA and Math continued implementation of CANVAS and Kami will support learning as it is further noted that CANVAS is utilized within the University of California and the Cal State system as well as Community Colleges, our students will become fluent in the utilization of tools which are structured to organize learning and are also part of college and career readiness preparation.	$17,062.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Incentives for Academic Growth	Supplemental items including: books, academic kits, hands-on materials, and acknowledgment certificates/awards to encourage the efforts of students and recognize growth to overcome the achievement gap since our current data indicates that all student groups need to make improvement in ELA and Math.	$80,000.00	Yes

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.

Action 2.1 was fully implemented as planned. District Directors, Supervisor II, Vice Principals, and the Dean at Haven Drive led professional development, provided coaching, supported curricular alignment and utilization of classroom structures. Foundational utilization of data analysis to identify strengths and needs of individual students and student groups has been supported by these job positions. A certificated technology staff member and four classified technology staff members ensure that instructional systems are running and student devices are working on a daily basis so that staff and students can access and utilize supplemental online instructional lessons and work platforms such as CANVAS, KAMI, PowerPoint, Google, TEAMS, ZOOM, etc. Successes include use of data and professional development supported by staff in this action step has led to gains in student scores in 95% Intervention, I-Ready, ELPAC, and formative assessment outcomes to date. Challenges yet to be overcome are aligned structures throughout schools and the district for consistent implementation of PLC's and cyclical monitoring by personnel from this action step.

Action 2.2 was fully implemented as planned. The district has totally revamped the library at Haven Drive Middle School. Library clerks have supported a return to in-person library services ensuring all students have access to library books on a regular schedule. A significant focus was spent at all libraries on ensuring discarding of books using a formal library culling system with the addition of high interest recent publications. A challenge is measuring the direct alignment of the influence of library clerks and the libraries. Yet, 3rd graders reading on grade level increased 7% which is supported by wide-reading through the library.

Action 2.3 was significantly implemented as planned. I-Ready, STAR, 95% Intervention, and Read 180 along with other diagnostic and formative assessments were utilized to ensure availability of outcomes to inform instruction. KiDS (Kern Instructional Data Platform) was especially utilized at the district level to disaggregate data to focus on student groups and students and Ellevation to facilitate communication and feedback related to English Learners. SchoolCity was re-implemented during the 2022-2023 school year and provided classroom teachers access to construct formative assessments, which provided data analysis to drive PLC conversations.
Intervention personnel included certificated elementary intervention staff at each of the three elementary school sites, 1 Language Arts Intervention Teacher at Haven Drive Middle School, expansion of the TK program to include students beyond the birthdate range, and instructional assistants. 5 additional school days and professional development were added to the work year to support extra instructional time.   A concern was staffing shortages for intervention teachers and instructional assistants and difficulty acquiring staff to work extra hours

resulted in a portion of this action step not being completed as fully planned. A success was use of data and professional development supported by staff in this action step has led to gains in student scores for 95% Intervention, I-Ready, ELPAC, and formative assessment outcomes.

Action 2.4 A Summer Enrichment program has been scheduled including certificated and classified instructional staff, support staff, transportation, and materials principally with a focus on supporting student achievement of state standards and to provide experiences not normally accessed during a regular school day. A resource teacher led Extended Day Programs throughout the school year supporting utilization of STEM materials and a variety of hands-on materials to engage students encouraging language development and practicing reading and math skills. A success is that current student participation in afterschool programs is the highest it has ever been and over 700 students are enrolled in summer daytime services for 2022-2023 which is due to the collaborative structures and broadened activity base supported and planned by the Expanded Learning Opportunity Staff who will be working with staff paid out of this action step. A challenge has been integrating this action already in place with ELOP and additional funding.

Action 2.5 was fully implemented. Approximately, 1/3 of the district school population is enrolled in Dual Immersion between the elementary and middle school sites. Supplemental Instructional materials, staff stipends, and training specific to implementation of Dual Language Instructional services were provided. This is a very popular program within the school district with waiting lists at the Kindergarten level each year. A challenge is finding staff with required additional credentials to teach in Spanish Dual classrooms. A success is that 83% of parents, as noted from data from the May parent survey agree, the district's Dual Immersion program is important to grades K-8.

Action 2.6 Digital devices were provided to sites to expand use of technology in classrooms. STEM labs were not implemented in the 2022-2023 school year however we have successfully completed a purchase order which has been submitted in May for purchase of entire Science lab systems with PITSCO for each elementary site to be installed over the summer months for implementation at the beginning of the 2023-2024 school year. A challenge is staff familiarity with Next Generation Science Standards which we hope to overcome with support of the professional development as part of PITSCO product/program.

Action 2.7 Supplemental support materials were identified by each school site to service the specific needs at their campus. Items included study and instructional support materials for intervention and classroom use. A success is that each Principal was able to work with their site to identify needs and supply items for classrooms. A challenge was consistency of communication regarding processes to request supplemental items at various sites.

Action 2.8 The intent of this action was met as all foster families were successfully case managed through the Family Resource Center. The number of foster students during the 2022-2023 school year was approximately 10 over the school year. Transportation and school supply/school readiness items to meet foster student were provided dependent on student need. A challenge is ensuring site and district staff are aware individual foster family needs.

Action 2.9 was fully implemented. 100% of district students are serviced with a 1 to 1 digital device. Elementary students are 2 to 1 with a digital device having one school which are part of classroom labs and one for home as suggested by educational partners to prevent loss and breakage by younger students going back and forth to school. Middle school students have one Chromebook which they take back and

forth. A success is that students are able to complete assignments and utilize diagnostic / personalized programs with their devices at home to practice skills. A challenge is breakage and end-of-life to updates of Chromebooks requiring significant planning for repurchase.

Action 2.10 was fully implemented as planned. CANVAS and Kami were utilized by classroom teachers and students as part of college and career readiness due to the use of these programs at the high school and local colleges as well as to support lesson delivery and practice of skills. A challenge is ongoing utilization given the opportunity for in person instruction and a success is the exposure to platforms that are used in high school and many colleges.

Action 2.11 was fully implemented as planned. A success is that school sites and district programs accessed this funding source to provide books, academic kits, hands-on materials, reward incentives, and certificates/awards for growth or achievement Language Arts, math, English Language Development, and PE. A challenge is systemic reward systems throughout each school site and grade level teams.

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2021-2022 LCAP Goal 1 was 7,893,470.10. The estimated actual expenditures for 2021-2022 was 6,461,293.56. This is an decrease over budget by of $1,432,176.54. The substantive differences were in the following actions:
Action 2.1: Costs were lower than estimated as staff with less seniority were hired and staff absences affected expenditures.
Action 2.2: Costs were higher than expected as the new district librarian has culled books which were replaced and had not been budgeted.
Action 2.3: Overall costs of are lower than expected as position costs were not as high as expected with staff changes and absences. In addition, 1 intervention teacher per site continue to be funded out of ESSER funds and were not transitioned to LCAP as initially planned leaving LCAP expenditures lower than estimated.
Action 2.4: Costs are expected to be higher than budgeted as summer enrichment courses will integrate LCAP funded teachers and aides in the morning and ELOP funds to create an integrated program supporting purchase of materials and extended day activities.
Action 2.6: Costs were higher than estimated as the district has begun implementation of dedicated science rooms with Pitsco lessons aligned to Next Generation Science Standards. Carry over funds and funds from 2.7 are being utilized to fund the overage.
Action 2.7: Costs were lower than expected as instructional materials were charged to action 2.6.
Action 2.8: Costs were higher as we covered the increase in foster services for transportation through mileage reimbursement for a larger number of students than estimated as well as additional support materials.
Action 2.9: Costs estimated here were included in 1.12 so overall costs are lower than estimated for this action step.
Action 2:10: Costs were lower because contract service costs were less than estimated.
Action 2:11: Costs for this action were less than estimated as not all sites utilized funds available to them.

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

Action 2.1, 2.10 The California State Standards Implementation Metric completed by approximately 134 certificated staff members indicates staff have benefited from the support provided by district personnel to support common core implementation including professional development, coaching, and access/use of district technology to disaggregate data to drive instruction. Data supporting this statement is evidenced through increases to survey sections regarding all areas of the survey in Language Arts, Math, Science, and Social Studies. Increases ranged between 3 and 13 percentage points. Technology staff have ensured that platforms for instruction and assessment are supporting expansion of online assessment and data platforms interact to provide useful data. Classified tech staff support ongoing upkeep of devices that support 21st Century learning. Utilization of CANVAS and KAMI are directly attributed to student access to reference materials and supports as reported by students in focus groups and integrated content/assessments as instructors became more familiar with standards and frameworks. This digital access supportsstudents for homework and leads to higher academic outcomes as measured mid-year through I-Ready and STAR.

Action 2.2
In person access to library services has played a role in a decrease from 25% of students in 2019-2020 who took I-ready Reading at the elementary level scoring in the 2 to 3 grade levels below grade level band to 22% in Winter 2021-2022 to 19% in Winter of 2022-2023 when services were back to full implementation. End of year I-Ready indicated an increase of 9% of 3rd graders reading on grade level from the previous end of year data in 2021-2022.

Actions 2.3, 2.5, 2.6, 2.7, 2.9, 2.11
School sites, grade levels, and individual teachers utilized data from assessments acquired through this action step 2.3 including I-Ready, STAR, Core Growth, KIDS, and Ellevation to systematically identify, place, and plan for student academic needs. This was followed by intervention and extension services provided by action step 2.5 including funded intervention teachers, early childhood educators, and instructional aides leading to student academic growth on mid-year 95% Intervention, I-Ready, STAR, and formative assessments provided through School City. Extra days of school allowed staff to build relationships with students and prepare for a rigorous school year. Purchase and use of supplemental instructional materials through actions 2.5 and 2.7 included items such as such as Standards Plus, I-Station, Spanish materials, 95% Intervention, and Math manipulatives. Classroom computer labs and computers for use at home funded through Action 2.6 supported learning through diagnostic programs and assigned lessons to support Language Arts and Math foundational skills. K-6 students with a digital lab in their classroom are accessing I-Ready for personalized instruction an average low of 25 minutes in Kindergarten and a high of 47 minutes in 4th grade for Language Arts. Math usage ranges from a low of 35 weekly minutes in Kindergarten with a high of 48 weekly minutes in 6th grade. Passage rates for practice lessons attempted on I-Ready range from 75% in Kindergarten to 94% in 2nd grade. Incentives funded through 2.11 are one of the highest mentioned and recommended items by parents and students when meeting with educational partners for LCAP feedback.   Incentives encouraged students to meet suggested minutes on digital platforms such as I-Ready and I-Station, to practice basic skills, to have persistence and focus on growth, and recognized efforts to increase academic achievement. Students, parents, and staff noted the pride their students had when they received an award or incentive prize and middle school students especially mentioned they would like to have more recognition.

While end of year summative reports for CAASPP testing are not yet available, each of the included action steps 2.3, 2.5, 2.6, 2.7, 2.9, and 2.11 have led to outcomes including the following:

Formative data through I-Ready end of year data indicates Reading Gains of 13% of students scoring early or mid/above grade level compared to fall data and a decrease of 9% of students scoring two or more below grade level.

Formative data through I-Ready end of year data indicates Math Gains of 19% of students scoring early or mid/above grade level compared to Fall data and a decrease of 18% of students scoring two or more grade levels below grade level.

End of Year data I-Ready student groups shows various growth and decline rates when compared to 2021-2022 end of year data and continues to show large disparities among student growths - especially English Learners and Students with Disabilities

English Learners   2.77% growth in Language Arts to 21.84% early to above grade level
Homeless   0.58 decline in Language Arts to 26.92% early to above grade level
Socio-economically disadvantaged   2.84% growth in Language Arts to 29.41% early to above grade level
Students with Disabilities   3.94% decline in Language Arts to 7.24% early to above grade level

English Learners   2.71% growth in Math to 19.57% early to above grade level
Homeless   7.24 decline in Math to 23.52% early to above grade level
Socio-economically disadvantaged   0.05% growth in Math to 27.73% early to above grade level
Students with Disabilities   1.71% decline in Math to 9.4% early to above grade level

I-Station 2022-2023 Reading Growth in Spanish for students grades K-% indicates 21% of students grew one or more levels, 63% maintained, and 16% declined 1 or more levels.

Action 2.4
2022-2023 Summer School has a current attendance average of 560 students per day mid-way through the first week. Previous year summer school Standards Mastery formative assessments indicated gains in all grade levels in the very short 20 day period which supported readiness for entry into school for the 2022-2023 school year.

Action 2.8
This action step specifically focused on case management and support of foster students directly led to a Foster student chronic attendance rate of 0% which was below the KiDS reported end of year district average of 25.08 due to the impact of wrap-around supports. Foster families supported by the Family Resource Center surveys reported 66% of families knew where to go for resource supports and 100% reported utilizing their school as a resource. This leds to foster students being in school and ready for lessons.

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.

Action 2.1 A significant focus on Professional Learning Teams purpose, utilization of time, and attention to disaggregation of data will be supported by staff included in this action step. An Equity TOSA (funded out of 3.1) will support deeper dives into data within the district, site, and grade level PLTs.

Action 2.2 Add funds to replace discarded outdated books.

Action 2.3 Read 180 at the Middle School will be replaced with another intervention program as growth in students with significant Reading/Language Arts has not been as expected. Elementary schools stopped utilizing Read 180 several years ago to ensure grade level standards were addressed in a more strategic manner. Intervention pull out teachers at the Middle School will not be continued. The number of additional days added to the school year have been decreased from 5 to 2 for the 2023-2024 school year.

Action 2.4 Use of ELOP funds will continue to be expanded to enrich this action step.

Action 2.6 Amount allocated to this action step will ensure full development and professional development for use of a STEM lab at each school site.

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	Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.

An explanation of why the LEA has developed this goal.

Data from the district Professional Learning Community Survey has shown decreases in 14 of 15 areas ranging from 7 to 14%. The one increase is noted in Communicating Priorities through Actions which increased 3%. Data specific to the Professional Learning Community Surveys is especially influenced by the scores of the middle school responders who significantly lie in the Pre-initiating and Initiating areas compared to all other sites.

Data from Professional Learning and the California State Standards Implementation Metrics surveys completed by instructional staff and real-time observations indicate wide variances in school site and grade level use of data to inform instruction, understanding and implementation of communication and learning platforms, differentiated instruction, and grade level standards implementation. District Cabinet input substantiates a need for use of accessible data to be utilized during grade level Professional Learning Collaboration as well as for site and district analysis to support ongoing Cycles of Inquiry. The phrase "Getting dirty with data" has been coined to summarize the need for formalized data chats, analysis, actions, and follow through. Group work conducted through an ongoing partnership with P3CC and Kern County Superintendent of Schools has begun to align math pacing guides yet this work is also necessary in other subject areas as confirmed through survey data summarized through the Continuous Improvement Process work conducted February through April 2023.

Student behaviors observed during classroom visits indicate students struggle to apply learning in new situations and that opportunities to practice vary widely in depth of expectations and time allocated. Student focus groups indicate students are frustrated and not engaged in purposeful work in some classrooms while they speak positively of hands on activities and support in others. Administrative Leadership conversations have repeatedly come back to a central theme of focusing on a need for more targeted use of data, goal setting, and the utilization of the Cycle of Inquiry to modify practices to support student learning. Noted as an area of need are steps to modify instruction based on formative assessment data to make change in student outcomes over time. Opportunities abound with the abundance of support staff as well as material and technological resources to support differentiated instruction and project based learning. Capitalization on these opportunities will continue current momentum, and expand opportunities for engagement and learning at high levels for all students. The realized need for data to drive short cycle instruction has been compounded during this time. Expressed needs for available, comparable, and valid data from formative assessments has risen to the forefront to prioritize instructional focus areas.

Through educational partner input, parents and community members support professional development for all staff to ensure academic growth. Specifically mentioned are how to use technology, mitigating learning loss, extending learning for students on grade level, and

supporting reclassification of English Learners within the school day and extended school hours. Structures for direct instruction, modeling, sharing of best practices and teaching strategies, feedback and mentoring through classroom walkthroughs, and coaching support will be refined to deepen and reinforce a focus on learning outcomes.

Professional development, support, implementation, monitoring, and accountability for administrators and site staff will be critical to improving in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 Implementation of State Academic Standards Professional Learning Community Total of 17 Survey questions - 5 level rubric: pre-initiating, initiating, implementing, developing, sustaining	2020-2021 survey 15 questions approximately 25% pre-initiating, initiating, or implementing 2 questions approximately 50% pre-initiating, initiating, or implementing	2021-2022 11 questions at a minimum of 80% developing / sustaining	2022-2023 11 questions at a minimum of 70% developing /sustaining		12 questions at a minimum of 95% developing/sustaining
Priority 2 Implementation of State Academic Standards Trimester Assessment of Episodes of Effective Instruction Dimensions #7 Deepening and Reinforcing Learning	2020-2021 survey 15% of observations at the proficient level	2021-2022 survey 30% of observations at the proficient level at the Middle School 65% of observations at the proficient level at the Elementary sites	2022-2023 survey 31% of observations at the proficient level at the Middle School 78% of observations at the proficient level at the Elementary sites		80% of observations at the proficient level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#8 Applying Learning 4 point scale Novice, Developing, Proficient, Expert					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff to support professional development /use of data	Four district Teachers on Special Assignment and four Academic Coaches (one at each site) will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners, foster, socio-economically disadvantaged, and special education students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2022-2023 Assessment Data. An equity TOSA will be added for the 2023-2024 school year to support district and site staff use of data within Professional Learning Teams and MTSS structures with a focus on ensuring data for all student groups is available and utilized to address needs.	$1,381,259.00	Yes
3.2	District Support Staff	Continuity of instruction is supported by continuity of staff who have received training targeted to district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is included in this action step with the goal of attracting and retaining staff in a highly competitive market and with options closer to their homes. The District Human Resources Director focuses on hires of appropriately credentialed staff as our status as a rural district makes it extremely difficult to fill positions, Induction and Intern Mentors provide direct	$306,544.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support to staff who are beginning or moving through the credentialing process. The Kern County Superintendent of Schools provides Induction and Mentor guidance through the credentialing process and support through workshops are included in this action step as a contracted agency. While funding has dramatically increased the opportunity to hire staff to service student needs, experienced staff are not always available through the hiring process. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students.		
3.3	Ensuring academic growth through leadership focused on equity	The following trainings will be constructed to provide a foundation for Multi-Tiered Systems of supports and Differentiated instruction targeted to English Learners, Foster, and Socio-economically disadvantaged student groups: Training for site administration and district leadership personnel to support implementation of the Thoughtful Classroom Evaluation Tool to provide targeted feedback to certificated and classified staff for nine instructional elements within the tool with professional resource reference materials. Site administrator coaching from Performance Education Partnership to promote site leadership skills leading to implementation of Professional Learning Teams and guiding conversations for clearly scheduled formative assessments designed to inform classroom instruction for "what do students need to know", "how do we know if students know it", "what do we do if they master content", and "what do we do if they don't". Training from Dr. Rios from Solution Tree utilizing "Learning by Doing" to promote Professional Learning Community implementation of Cycles of inquiry through Grade level and site Professional Learning Community structures to be supported by District leadership.	$135,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Focus on equity through data analysis and review / support of implementation of programs with the addition of an Equity TOSA (funded by 3.1) to include weekly meetings with Principals to address areas of need immediately as it relates to Dashboard areas and to ensure disaggregation of data to support sites through Differentiated Assistance/Targeted Intervention. Costs to include salary and benefits, contracts, training date subs or overtime.		
3.4	Kern County Superintendent of Schools Contract for Math Support	Final year of a 3 year commitment to provide professional development and coaching to guide implementation of the new California Math Framework, implement mathematical practices, promote mathematical fluency and conceptual math work, integration of vocabulary to support use of language to promote academic discourse, and formative assessment use. Promotion of collaborative learning for staff to ensure cohesive district implementation will be supported through monthly professional learning community workshops as well as classroom visits. Professional reading materials will be purchased to promote continuity. This action will prioritize support for low - income and English Learners specifically as these groups are a majority of the population yet their distance from standard is greater than all students.	$110,000.00	Yes
3.5	Professional Development	Professional development providing strategies and structures for instructional staff, certificated and classified, to meet the unique needs of unduplicated students in identified areas. To include but not limited to contracts, substitutes, and overtime. Technology use for blended learning and meaningful student presentations and in-depth projects Utilizing CANVAS/KAMI to support learning 95% intervention Tier 1 Differentiated Support in Language Arts and Math	$660,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Development AVID (Advancement Via Individual Determination)/Close Reading/Writing workshops Math / P-3 CC (Preschool through 3rd Grade Curriculum Calibration Designated/integrated English Language Development/Path to Proficiency Framework and Roadmap utilization/standards implementation Use of assessments/data systems/Use of Kern Integrated Data Systems Use of parent/student communication portals Supporting differentiated needs/RTI/MTSS Writing - Genre and Structured Skills		

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.

Action 3.1 was fully implemented as planned. A success included Four district Teachers on Special Assignment and four Academic Coaches (one at each site) provided professional development and coaching to classified and certificated staff for use of data and implementation of strategies with outcomes evidenced in Instructional survey results. A challenge was the high rate of classified turnover of instructional aides and TOSAs repeating of previously delivered professional development to the new hires in addition to a shortfall of addressing all student groups equitably.

Action 3.2 was fully implemented as planned. A success of this action includes the Human Resource Director ensured no misassignments and supported the successful hiring of staff to meet the high academic needs of our students. Mentors were hired for all induction and intern staff to provide coaching and support and the Kern County Superintendent of Schools Induction Program workshops and guidance supported approximately 1/3 of permitted staff to move toward preliminary status. A challenge in this action included the middle school implementation of state standards which fell significantly lower in percentage at 31% of observations at the proficient level as compared to elementary sites which were higher at 78% of observations at the proficient level.

Action 3.3 was fully implemented as planned. A success included implementation of various trainings to support four cornerstones and five episodes which support a fully rounded educational setting and program were directly aligned to professional learning teams and leadership focused on accountability for student growth. A challenge for this action is reflected in the outcome of our state student data which indicates that we do not have equitable services for all student groups thus, facilitating a need for an Equity Teacher on Special Assignment.

Action 3.4 was fully implemented. Noted as a challenge in this action included equitable services for all student groups as reflected in state scores. A success included modification of implementation of the second year of a 3 year contract with Kern County Superintendent of Schools (KCSOS) to include not only training and feedback during classroom visits, but moved to a coaching/support model in which KCSOS coordinators will deliver to our district a very significant amount of time guiding deep dives into math frameworks with site staff from all school sites and grade levels in an effort to align instruction across the district and to ensure focus on state standards to support student learning.

Action 3.5 professional development was fully implemented as planned. A challenge in this action step is a need to address specific student groups as it was reflected in our Continuous Improvement Plan process that some student groups are scoring significantly lower than "all students" on state and local assessments. Positive staff survey data regarding professional development as well as positive feedback from staff during LCAP input sessions affirm that this action step was successful. A menu of professional development was offered and provided to staff on a voluntary or mandatory basis to support implementation of strategies and to build the capacity of instructional leaders which has been evidenced in implementation throughout classroom visits. Professional development was offered in the following areas:
- Technology use for blended learning and meaningful student presentations and in-depth projects
- Utilizing CANVAS/KAMI to support learning
- 95% intervention
- Tier 1 Differentiated Support in Language Arts and Math
- English Language Development
- AVID (Advancement Via Individual Determination)
- Close Reading/Writing workshops
- Math / P-3 CC (Preschool through 3rd Grade Curriculum Calibration
- Designated/integrated English Language Development/Path to Proficiency
- Framework and Roadmap utilization/standards implementation
- Use of assessments/data systems/Use of Kern Integrated Data Systems
- Use of parent/student communication portals
- Supporting differentiated needs/RTI/MTSS

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2022-2023 LCAP Goal 3 was 2,539,152. The estimated actual expenditures for 2022-2023 LCAP Goal 4 were $ 2,015,184.23. This is a difference of $523,967.77. The substantive differences were in the following actions:

Actions 3.1, 3.2: District negotiated raises for the 2022-2023 school year increased the cost of personnel within the listed action steps. Action 3.4 LCAP costs were lower for math professional development charged to LCAP as alternate funds were used for pacing guide planning days - overall costs were very close to estimated supplemental/concentration expenditures.

Action 3.5   Costs were less than estimated as professional development attendance was not as high as projected and ESSER funds have a timeline which extends beyond this one year LCAP.   Funds may be utilized for professional development in upcoming years.

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

Action 3.1: Although Professional Learning Survey scores have declined, actual implementation of learning structures and strategies measured by two district instructional implementation rubrics and Instructional Survey questions for content areas indicate significant gains to understanding and implementation by certificated instructional staff. District TOSA's and coaches have supported teacher confidence as reported through staff exit surveys and LCAP input especially as they support the ability for instructional peers to learn from each other.

Action 3.2: Staffing reviews through Kern County Superintendent of Schools and staff moving from permit status on a path to fully credentialed status has been supported by the Human Resources Director, Intern and Induction mentors in conjunction with contracted support from Kern County Superintendent of Schools as well as District TOSAs assigned to new teachers.   This action step has allowed us to recruit staff who are a fit for the community and fill openings to serve students as well as maintain a status of no mis-assigned teachers within the district.

Action 3.4: The partnership between the district, P3CC, and Kern County Superintendent of Schools related to implementing mathematical practices, understanding of the math framework and related work knowledge led to increases in the various questions on the Butte County Instructional survey for math including a range from 2% in planning to 17% in formative assessment awareness.

Actions 3.3 and 3.5: Professional development which was systemically provided and contained a follow-up component supported by TOSA's and coaches is specifically attributed to supporting an increase of 13% of lessons delivered at a proficient level at the elementary level as measured during the 2022-2023 school year by district developed classroom observation rubrics. Coaching support for site administrators, directors, teachers on special assignment, resource teachers, and coaches who then transfer and share information with staff they are assigned to. This has directly impacted instructional conversations regarding shared expectations for consistency through district matrices and led to 13 point gains at the elementary schools. Unfortunately, not all students or staff are yet benefiting from this support as the middle school saw a very modest 1% gain.

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.

Action 3.1 Addition of the position of Equity TOSA to support site and district staff address the district identified problem of practice and root causes in terms of equitable outcomes for all students.

Action 3.3: Given the declines of scores in PLC outcomes, this action will include the modification of coaching support for site administrators to focus on leading Professional Learning Teams and providing targeted 4P support during visits to classrooms. Significant attention to

expectations for alignment to pacing guides, team developed learning windows, and joint planning to support reviews of student outcomes in order to support extensions and interventions will occur.

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
4	By May 2024 (extending the focus goal from May 2023), refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

An explanation of why the LEA has developed this goal.

This focus goal has been in place for two years. One year outcomes from ELPAC reported on the California Dashboard indicate significant improvement over 2020-2021 data with 2021-2022 data indicating a status of Medium with 53.9% of students making progress toward English Language Fluency. This includes a 4% drop in ELPAC overall performance at the beginning level, a 5% drop in Oral Language at the beginning level, and most outstanding an 8% drop in ELPAC writing performance. at the beginning level. Implementation of Integrated and Designated ELD as measured through classroom visits with a district developed matrix indicate a 13% increase in refined delivery of Designated ELD lessons and a 33% increase in refined delivery of Integrated ELD through mathematics lessons observed utilizing a district developed rubric. In addition, an 8% increase in Standards Implementation has been self reported by teachers through the Butte County English Learner Program Metric.

While these are positive indicators, the continued impact of losses during distance learning causes us to pause and reflect on the overall actual impact of actions on classroom instruction and student performance. ELPAC testing for the 2022-2023 school year is nearing completion which will provide comparative data for the state dashboard next year. Therefore, this goal will be extended through 2023-2024 with action steps modified to reflect input provided by site and district staff as well as student input related to being involved in instructional conversations.   Local discussions indicate a need to continue this goal as 16.3% of English Learners decreased at least one ELPI level and overall program implementation is still a focus area given we have not yet achieved our goal of 100% of classroom delivery during designated ELD at the developing level or our goal of 75% of classroom delivery at the proficient level for Integrated ELD.

The English Language Learner student population, although continuing to slightly decline, remains a significant student group within the district at 60.3% for the 2022-2023 school year. 2020-2021 LCAP data gathered from the Kern Integrated Data System reports that, while improved in both areas, oral language performance far exceeds written language levels with 68% of students performing at Level 3 and 4 in the oral domain (Moderately Developed and Well Developed) and only 31% performing at Level 3 and 4 in the writing domain. For the 2021-2022 school year, English Learners have performed 15.3 points lower than "all students" below standard on CAASPP Language Arts and 11.9 points lower than "all students" below standard on CAASPP Math Distance from Standard. Significant to this data is a concern about materials and training to support growth in writing as reclassification many times is not achieved due to writing scores.

Parents and school staff specifically are concerned about low levels of student reclassification prior to beginning their high school career where class placement is significantly impacted for English Learners. Educational partner input from discussion groups, surveys, and English Learner committees indicates a desire for support with Designated ELD including sentence structure and integration of content to ensure engaging activities at a rigorous level. Making a connection between Designated ELD and Integrated ELD through informed, strategic planning is critical to desired outcomes requested by these groups and parent EL groups. Knowledge and use of core vocabulary and ability to understand academic language are best supported through targeted support within Designated ELD with a through line moving within and across the content areas as implemented in the core through Integrated ELD. Training specific to strategies through use of the ELD Standards and the English Learner Toolkit were identified as being supportive of instruction in Designated and Integrated ELD. This focused goal is intended to intensify current efforts in this area to improve student outcomes for English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - B Programs and Services for English Learners Locally developed classroom observation tool for Designated ELD	Baseline 0 Classroom observation tool this is a new tool	March 2022 50% developing	March 2023 63% developing or higher		100% implementation at a developing level
Priority 2 - B Programs and Services for English Learners Thoughtful Classroom Teacher Effectiveness observation tool for Integrated ELD Framework 4 point scale	2020-2021 15% of observations at the Proficient level	39% of observations at the Proficient level	March 2023 72% of observations at the proficient level		75% Proficient level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Novice, Developing, Proficient, Expert Preparing Students for New Learning #5 Deepening and Reinforcing Learning #7					
Priority 2 - A Implementation of State Standards English Learner Program Metric California State Standards Implementation Metric-English Learners 5 point scale: Missing elements, Developing, Core, Core Plus, Exemplary	2020-2021 survey Defined Program - 81% Core or above Data - 79% Core or above Family Engagement/communication - 78% Core or above Equity and Access - 80% Core or above Professional Learning - 80% Core or above State Standards Implementation - 85% Core or above	2021-2022 survey Defined Program - 70% Core or above Data - 73% Core or above Family Engagement/communication - 70% Core or above Equity and Access - 73% Core or above Professional Learning - 76% Core or above State Standards Implementation - 73% Core or above	2022-2023 survey Defined Program - 72% Core or above Data - 79% Core or above Family Engagement/communication - 72% Core or above Equity and Access - 78% Core or above Professional Learning - 79% Core or above State Standards Implementation - 81% Core or above		Defined Program - 80% Core Plus Data - 80% Core Plus Family Engagement/communication - 80% Core Plus Equity and Access - 80% Core Plus Professional Learning - 80% Core Plus State Standards Implementation - 80% Core Plus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - E % of pupils making progress toward English Proficiency ELPAC reported on the California Dashboard	2019 California Dashboard 45.9% of students making progress toward English Language Proficiency.	California Dashboard not available Kern Integrated Data Systems - estimated ELPI rate of 39.25% 2020-21	2022 California Dashboard 53.9% of students making progress toward English Language Proficiency		60% of students making progress toward English Language Proficiency
Priority 4 - F % of pupils being reclassified reported by Data Quest	4.7% Reclassified during 2019-2020	4.1% Reclassified during 2020-2021 as reported by DataQuest	3.1% Reclassified during 2021-2022 as reported by current District calculation as latest available data is 4.1% Reclassified during 2020-2021 as reported by DataQuest		10% Redesignation Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Designated and Integrated ELD Professional Development	A 3 year commitment to tiered professional development will be structured to ensure a focus on language acquisition during Designated and Integrated ELD including contracted support from Jill Hamilton Bunch and additional support from KCSOS personnel. This training will be provided to all instructional staff in direct correlation with Professional development for core subjects with a focus on vocabulary and transference of language to support English Learners within core subjects. This year will be year 3 of the initial 3 year commitment with Jill Hamilton Bunch and year 3 of the district's work with Kern County Superintendent of Schools focused on improving outcomes on district rubrics as well as the Butte County ELD Instructional outcomes which are expected to lead to student outcomes on ELPAC.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Classroom observations focused on Thoughtful Classroom Tool	Instructional leadership teams and students participate in monthly gallery walks during grade level Designated English Development and Integrated ELD to opportunities for to ensure continuous learning and support through feedback. Teacher classroom coverage for grade per observations on scheduled days with acquired substitutes to build knowledge of key components of effective Designated and Integrated ELD as measured by the walkthrough rubrics. 4 schools x 5 months x $210 x 2 subs and benefits	$30,000.00	Yes
4.3	Grade level Learning Window focus for English Development	Overtime for grade level team representatives to meet and augment current grade level Learning Windows in a committee format to facilitate Tiered Vocabulary for English Learners and ensure English Development Standards are systemically addressed across the district based on pacing guide and standards selected for focus.	$30,000.00	Yes
4.4	Targeted Professional Development	Professional development sessions led by Teachers on Special Assignment and Coaches (salaries in Goal 3) supported by the cost of substitutes targeted specifically to re-setting a foundation for vocabulary development with a focus on utilizing Designated English Development time to practice spoken and written implementation of "bricks and mortar" and forms and functions of language along with Tiered Vocabulary utilizing the book "English Learner Toolkit of Strategies" as a foundation for the work in addition to resources currently in the district including "Thinking Maps for English Learners - Path to Proficiency" , Project Write/Structured Writing and selected support materials. Integration of content and ELD has been and will be a focus. The ELD Monthly Focus document will be updated with targeted sentence types prior to the beginning of school 2023-2024 to guide this training and instructional planning. 4 schools x 5 months x $210 x 6 subs and benefits	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Title III instructional Aides	Title III Instructional Assistants assigned to support Designated ELD and promote speaking and writing within small group practice sessions to increase language capacity and utilization of Tiered Vocabulary and address focus standards. Morning and afternoon training during the scheduled work day and provided through overtime will be provided by certificated staff to support implementation of materials noted in Action 4.7.	$157,000.00	Yes
4.6	Professional Development through Targeted Assessment	Provide substitutes for teachers to facilitate 1 on 1 contact with students to inform Designated and Integrated English Language Development instruction for English Language Learners. Grade level teachers will create a bulleted list of student needs and/or patterns of skills students needed to demonstrate language proficiency. Lists will be reviewed during PLT (Professional Learning Team) sessions to guide instruction and add to Learning Windows after assessment and during the following school year.	$75,000.00	Yes
4.7	Supplemental English Language Development instructional / practice materials	Purchase supplemental instructional materials to be utilized cohesively on a district wide basis supported by training conducted by material developer or district staff and student achievement measured by formative assessments from within the materials. Specifically targeted to support and prevent Long-Term English Learners and to support Newcomers. Materials being considered include English 3D and Frames for Fluency.	$120,000.00	Yes

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.

Action 4.1 was fully implemented as planned. Jill Hamilton bunch provided professional development at the beginning of the school year and math consultants from KCSOS integrated language opportunities and math talks into scheduled trainings throughout the school year and into math pacing and creation of an alignment tool which included attention to opportunities for use of language. A success included

implementation of Designated and Integrated ELD Professional Development as indicated in both walkthrough data as well as teacher input during LCAP input sessions. A challenge was EL students scored significantly lower on state assessments as was evident through the Continuous Improvement Planning process.

Action 4.2 which included instructional leadership teams participating in monthly gallery walks was partially implemented. A challenge for this action was that not all staff/students have benefited equally. Although teachers have mentioned in input sessions that they appreciate the opportunity to meet together and to observe evidence of student learning and participation in classroom visits and gallery walks which have resulted in 4P feedback for site teams and led to proposals of action steps to improve instruction, not with the numbers of staff members included as planned. A success of this action was the completion of all scheduled walkthroughs as originally planned for the entirety of the academic year and a positive impact on district rubrics measuring instructional implementation.

Action 4.3 which included overtime for grade level representatives to meet / subs was not implemented during the 2022-2023 school year. A challenge for this action was organizing after school planning and the ability to secure substitute teachers at the beginning of the school year through the late Fall for grade level team representatives to meet and augment current grade level Learning Windows in a committee format. A success of this action step was the initiation of identifying areas of need for the ensuing school year through TOSA/Coach meetings and getting a plan composed to move forward with next-steps.

Action 4.4 which included targeted professional development supported by Teachers on Special Assignment was implemented as planned at 3 of 4 school sites. Successes included coaching support on use of Thinking Maps for English Learners, "bricks and mortar" vocabulary utilization, purpose of forms and function, and especially student engagement within Designated English Language Development time has many teachers feeling more comfortable with what is expected by the district for the purposeful use of this allocated time. Teachers on Special Assignment and coaches have focused on supporting new teachers through new teacher training, supporting full site professional development through Flex days and after school professional development, and grade level support following up on 4P information following classroom visits conducted throughout the district on a monthly basis (provide evidence, praise, pose, and propose). Challenges included Roadblocks and setbacks at one school site that significantly impacted implementation of this action step which is being remediated.

Action 4.5 included the hire of Title III instructional aides to support classroom instruction and was partially implemented as planned. A challenge was the difficulty to keep instructional assistant positions filled this school year. A success included Title III Instructional assistants were assigned to support practice of language during Designated ELD and to support newcomers in core classes through Integrated ELD support of small groups or individual tutoring to increase language capacity and support focus standards.

Action 4.6 which provided substitutes for teachers to personally assess and view strengths and needs of students and utilize this information for long and short term instruction was fully implemented and a success is that students and staff are benefiting from the implementation a success from this action is due to the availability of substitute teachers after the Fall. A challenge is staff turnover as new staff have not experienced expectations of assessments and continuous attention to training and support is necessary.

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.

District LCAP writers conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2022-2023 LCAP Goal 4 was 467,291.   The estimated actual expenditures for 2022-2023 LCAP Goal 4 were $306,544.79. This is a difference of 160,746.21. The substantive differences were in the following actions:

Action 4.1: Professional development was funded through ESSER funds and was integrated into the beginning of school and January professional development days. As Professional Development days included a variety of topics and professional development opportunities integrated ELD strategies, funding for related actions may be found in Action 305.
Action 4.2: Instructional site leadership teams have conducted gallery walks and participated in district level classroom visits however this funding source was not accessed due to the limited availability of substitutes early in the year resulting in a modification of the action.   Sites accommodated staff to participate by covering classrooms.
Action 4.3 and 4.4 were implemented however this funding source was not accessed as the integration of English Development has been part of grade level planning and flex meetings at each school site with the support of Teachers on Special Assignment and coaches.   The district selected to focus more on instructional practices and student engagement based on site level needs following initial classroom visits for the 2022-2023 school year to ensure a firm foundation in the concepts of Designated and Integrated ELD.
Action 4.5: Costs were increased over those budgeted due to time needed to complete assessments - sites are continuously debriefing from the actual student engagement and noted areas of strength and need to inform instruction.

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

LCAP Goal 4 is to improve academic and language proficiency for English Learners.   A 2022 Dashboard status of Medium for English Learner Progress indicated 53.9% of students making progress. This includes a 4% drop in beginning ELPAC overall performance, a 5% drop in beginning Oral Language and Written Language performance, and most outstanding an 8% drop in beginning ELPAC writing performance. Increases to effective instruction assessed on two local rubric measures utilized during 2022-2023 classroom visits indicated increases of 13 and 33% respectively in terms of classroom lesson delivery. Based on an analysis of these results, the district believes implemented actions in Goal 4 are showing to be effective in making progress towards the goal.

Action 4.1 Students and staff are showing initial benefits from implementation of this action step. A 3 year commitment to tiered professional development has been structured to ensure a focus on language acquisition during Designated and Integrated ELD including contracted support from Jill Hamilton Bunch and staff from KCSOS. This training has been provided to all staff in direct correlation with Professional development for core subjects with a focus on vocabulary and transference/integrated use of language to support English Learners within core subjects. This year was year 2 of the initial 3 year commitment with Jill Hamilton Bunch and year 2 of the district's work with Kern County Superintendent of Schools for Integrated ELD specifically in math.

Action 4.2 has allowed leadership teams to visit classrooms and self-reflect on the classroom observation tool utilized to assess implementation of ELD leading to outcomes mentioned in the introductory paragraph as teachers share ideas and increase their understanding of structures and strategies to support English Learners.

Action 4.3 was not implemented and thus did not affect outcomes.

Action 4.4 including substantial professional development followed through with coaching and administrative feedback has directly impacted items mentioned in Action 4.1 as well as increases to the Butte County English Learner Program Metric including a 3% increase to Professional Development, 6% increase to the Data component, and a 8% increase to State Standards Implementation.

Action 4.5 through partial implementation directly supported the percentage of 53.9% of students making growth on the ELPI.

Action 4.6 which involves classroom teachers administering ELPAC testing with the support of substitutes has supported the increase on local measure rubrics for Integrated ELD with a 75% status currently for Episode 5 on the Thoughtful Classroom framework as it relates to Preparing Students for Instruction as well as the overall increase of 13% on the local measure rubric for Designated ELD also with a component related to Episode 5. Staff are more aware of individual student needs and overall group patterns as they are able to assess their own students and develop long and short term plans accordingly. 100% of TK-7th grade homeroom teachers have been trained to administer assessments and evaluate speaking performance levels. As classroom teachers are principally directed to provide daily Designated and Integrated Instruction to English Learners it is critical they have an opportunity to see the outcomes of their instructional efforts first hand and to observe student performance to drive further instruction both in the long and short term. This one on one contact allows students to perform in an environment with familiar staff. Administrators and teachers work closely to facilitate schedules for substitutes to cover their classes to accommodate teachers to view student performance first hand.

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.

The continued impact on staff and students as a result of distance learning due to COVID over a significant portion prior to and at the beginning of this LCAP planning period causes us pause to reflect on actual impact of actions on classroom instruction and student performance. Therefore, this goal will be extended through 2023-2024 with action steps modified to reflect input provided by site and district staff as well as student input related to being involved in instructional conversations.

Action 4.1 and 4.4:   A professional development commitment to Designated and Integrated ELD will continue with support from internal staff although consultants will be modified as positions within Kern County Superintendent of School have changed. Increase and augment training for the Title III funded staff identified in Action 4.5 with funds from LCAP to provide support for implementation of supplemental curriculum for foundational skills and language frames.   Provide designated Professional Development and coaching to new and inexperienced teachers to ensure knowledge of core programs and state standard implementation.

Action 4.2/4.3   Include students grades 5-8 in learning walks and debriefs utilizing the district Designated ELD and Integrated ELD rubrics to inform program development and support engagement as requested during educational partner input.   Add an extra layer of support for new administrators and coaches to ensure continuity of program implementation and tool calibration to date through scheduled District coaching visits. Expand funds to ensure substitute coverage for multiple visits and professional planning extended time throughout the year.

Action 4.5: Of the Title III aides providing services, many reported the need for additional supplemental materials and training to best meet the needs of students. Targeted training and assigned materials for use will be added to support Title III aides and implementation of materials.

Addition of Action 4.7 to include the purchase of supplemental materials to support foundational skills and language frame practice and short term, formative assessments at differentiated levels.

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)
13,872,638	1,809,474.52

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
46.32%	0.00%	$0.00	46.32%

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.

To restate, based on information gathered from the Kern Integrated Data System supported through the Kern County Superintendent of Schools Office, unduplicated student populations include, from most to least: 91.3% Socio-Economically Disadvantaged, 61.2% English Learners, and 0.4% Foster Youth. The district's unduplicated LCFF percentage utilized for the 2023 LCFF calculator is 96.55%. Given this information and input from educational partners, the Arvin Union School District has determined the most effective use of Local Control Funding Formula Supplemental and Concentration Grant Funds is to enhance educational services to these students in all four of the district's schools in a district-wide manner. The amount of supplemental and concentration grant funds and percentage to increase or improve services are using the Local Control Funding Formula calculator following the May revision. The total of the allocated funds are accounted for in this third year of the 3 year plan.

The district is expending Local Control Funding Formula supplemental and concentration grant funds as described in the Arvin Union School District's four goals and 38 action steps to focus explicitly on engagement/attendance and well-being, standards-based academic achievement, and professional development to build on current expertise while also supporting new staff to the district. Stakeholder input has collectively affirmed that consistency of implementation through systems work, equity, and meaningful engagement are critical to improving foundational Multi-Tiered Systems of Support, Cycles of Inquiry, parent involvement, and ultimately, student outcomes.   Through

the Continuous Improvement Process with Kern County Superintendent of Schools support, the district is committed to implement our "then statement".... we will consistently implement equitable actions through aligned systems of continuous improvement with integrated supports to improve social, emotional, and behavioral outcomes for ALL students at ALL schools. As we focus on supporting climate and raising achievement levels for all students, strong foundations of personnel and programs has been set forth through sequential Local Control Accountability Plans over the years with consideration directly focused on foster, English Learner, and Low Income Students. Actions are reviewed, modified, expanded, and improved each year as data indicates a need over the period of the last 3 years of the initial 3 year LCAP.

GOAL 1

Attendance:

After initially assessing the needs, conditions, and circumstances of our student groups utilizing the state's Chronic Absentee Dashboard Data, we learned 8 of 8 student groups scored Very High on the Chronic Absenteeism Dashboard. 2022-2023 attendance data reviews utilizing Kern Integrated Data System indicates the overall attendance rate mid-year A2A and KIDS (Kern Integrated Data Systems) data, both indicate a continued concern for attendance, especially for the 25% of students who are currently identified as being Chronically Absent for the 2022-2023 school year. Chronic absentee rates range from 100% for American Indian to African American, Homeless, and White (all in the 40-50% range) to other student groups including English Learners and Socio-economically disadvantaged who were identified in the over 20% range. Foster and Asian students are least chronic at 10-14%. With the state Dashboard target at lower than 20% this is a continuing significant concern.

Engagement:

As 91.3% of our total population is identified as Socio-Economically Disadvantaged, the results of California Healthy Kids Surveys directly reflect this student group percentage and indicates engagement and meaningful participation are a high concern. From student educational partner group meetings broken down by student group, we have learned that engagement and meaningful participation are important to all student groups and is an area of need for improvement - this was especially stated by English Learners participating in input sessions. Data from the mid-year Kern Integrated Data Systems Student Connectedness Survey indicates just over 25% agree or strongly agreed to questions regarding their connectedness at school.

Goal 1 - Focus Area 1 - Attendance/Engagement

The following actions are being provided on an LEA-wide basis with the expectation that all students with less than a 100% attendance rate will benefit. However, because of the 2021-2022 California Dashboard indicator of Very High for socio-economically disadvantaged, English Learner, and foster students and because the actions meet needs most associated with overcoming chronic stresses and experiences of not feeling connected to the schools, we expect that the attendance rate for these student groups will increase significantly more than the average attendance rate of all other students. The effectiveness of the actions in Focus Area 1 will be also be determined based on increased attendance rates and decreased chronic absenteeism as measured by Kern Integrated Data Systems as well as an improved sense of school connectedness as measured by the California Healthy Kids Survey and the Kern Integrated Data Systems School

Connectedness Survey. In order to address this condition of our low-income, foster, and English learner students, we have developed the following:

*Provide engagement teams at each campus to support the attendance and engagement of students who may not have the necessary support systems or access to reliable transportation to ensure regular attendance in school. (Actions 1.1, 1.5)

*Provide continued wrap-around services for mental and physical health to address unduplicated students' lack of access to resources beyond the school environment and to address significant needs in this area as identified through mid-year KCSOS social worker reports and data gathered through surveys and input sessions for the SBHIP (Student Behavioral Health Incentive Program) Grant application process. (Actions 1.2, 1.3)

*Provide continued improved services through expanded courses, electives, field trips, clubs, sports, and activities specifically designed to promote school connectedness for low-income students, who without these funds would not have access to equitable opportunities with the goal of improving outcomes for school connectedness and attendance as measured by California Healthy Kids survey and stakeholder input. While many of these connectedness items were put on hold during the highest impacts of the pandemic and have restarted, 17% of 7th graders and 27% of 8th graders reported on the Kern Integrated Data Student Connectedness Survey there were not a lot of chances for students to get involved in sports, clubs, or other school activities. Parents through stakeholder input groups and surveys indicate the importance of these services to engaged students in alternate activities of interest to support school connectedness and meaningful engagement especially as Arvin has such limited experiences available outside of school. (Actions 1.11, 1.14, 1.15)

*Provide continued improved services through restorative practices and a focus on social-emotional development through a Multi-tiered system of support and an Alternative Learning Academy to ensure non-engaged low income, English Learner and foster students feel physically and emotionally safe and to ensure attendance and learning for those students who may not otherwise have tutoring or the funds to attend school in Bakersfield if suspended / expelled. This is particularly noted through our Continuous Improvement Process as development of a clearly defined, understood, and implemented Multi-Tier referral system of supports is not yet in place. (Actions 1.4)

*Increased services through internet connectivity and a minimum of 1 to 1 devices with related mice and headphones to promote active engagement with expanded technology programs for all students, but specifically focused on low-income students and English learners to bridge the digital divide and promote equity for student engagement of low income students as measured by engagement with district platforms and survey data. Successful implementation of this action step allows students to continue being engaged with academic work outside the school day and ensures all students have access to digital work and assessments throughout the school day.   (Action 1.12)

Goal 1 - Focus Area 2 - Student Safety and Equitable Services

The following actions are being provided on an LEA-wide basis with the expectation that all students are safe/feel safer and are engaged earlier at school to promote a sense of belonging and community. Significant safety concerns have been expressed through California Healthy Kids and stakeholder input. This area will be a primary focus of MTSS work and site safety planning throughout the district to support all students, however because of the significant percentage of unduplicated students, the percentages of responses on the California Healthy Kids survey below 50% strongly agree, and the stresses coming from perceived lack of safety and emotional stressors, we expect that the California Healthy Kids reported data will increase significantly. In order to address this condition of our low-income and English learner students, we have developed the following:

*Provide increased services to students through aligned systems of SEL instruction, PBIS implementation, and a menu of restorative practices. Provide professional development district-wide to ensure consistency of expectations for building relationships, systematized behavior supports, and use of curriculum resources to increase CHKS outcomes. (Action 1.6)

*Provide continued expanded Noon Duty and Gate Personnel to address needs for positive climate and healthy relationships and to promote positive behavior and safety among students to keep suspension rates low and CHKS outcomes high. (Action 1.9)

*Provide Safety/security updates, facilities updates , and personnel to ensure equitable school facilities throughout the district with the addition of a focus on expanding materials for Transitional Kindergarten. Focus on low-income students, English Learners, and Foster to ensure early access and no disruption to learning. (Action 1.9)(Actions 1.10, 1.13)

Goal 1 - Focus Area 3 - Parent Engagement

The following actions are being provided on an LEA-wide basis with the expectation parents of low income, foster, and English Learners participate more fully and that the quantity of parents actively involved increases. Data accessed from parent attendance at events and workshops, stakeholder input, parent surveys, and California Healthy Kids Surveys, especially as measured in the areas of student and parent engagement/school connectedness, indicate language support and assurance of increased access to services are important to our parents. In addition, the desire to more actively involve parents in networking prompts expansion to family workshops and the addition of a Parent Ambassador Program. In order to address this condition of English Learner, foster, and low income families, we have developed the following actions:

*Improved services through the utilization of communication platforms and movement to platforms with more capacity and that are more user friendly for parents to facilitate parent awareness and involvement. Provide district training on the Family Engagement Framework and ensuring workshops include purposeful take-home strategies which can be implemented immediately are part of planned family engagement activities. (Actions 1.7, 1.8)

Goal 2 and Goal 3

After assessing the needs, conditions, and circumstances of our students the California Dashboard indicates a status of Very Low for 5 of 6 student groups in Math Low-income students and English Learners were included in this status. The Distance from Standard is significantly lower for English Learners (-109.1) and Socioeconomically Disadvantaged (-99.7) than "all" students at -97.2.

In addition, California Dashboard indicates a status of Very Low for 3 of 6 student groups in Language Arts and 3 of 6 in the status of Low. Low-income students, Homeless, and English Learners were included in the Very Low status. The Socioeconomically disadvantaged student group was identified with a status of Low. The Distance from Standard is significantly lower for English Learners (-75.6), Socioeconomically Disadvantaged (-62.8), and Students with Disabilities (-124) than "all" students at -60.3.

I-Ready growth learning gaps for Language Arts indicate:

1. 21% more English learner's than non-English Learners are two or more grade levels below grade level.

2. 14% more Economically disadvantaged learners' than non Economically Disadvantaged are two or more grade levels below grade level.

3. 38% more Special Education students are performing two or more grade levels below grade level than those not identified.

I-Ready growth learning gaps for Math indicate:

1. 14% more English learner's than non-English Learners are two or more grade levels below grade level.

2. 13% more Economically disadvantaged learners' than non Economically Disadvantaged are two or more grade levels below grade level.

3. 33% more Special Education students are performing two or more grade levels below grade level than those not identified.

Mid-year I-Ready and STAR scores continue to indicate very large groups of students performing far below grade level standard in language arts and math assessment outcomes indicate English Learners, Foster students, and Socio-economically disadvantaged students will require both short and long term supports.

Supplemental support materials such as study and instructional support materials for the classroom will be provided to meet identified needs of socio-economically disadvantaged students and English Learner's in language arts and math. A review of Implementation of Standards indicates staff self-identify an awareness of standards which has increased over the past 2 years, yet there are significant variations among schools.

Differentiated professional development to maintain growth and achieve the district goal when it comes to implementation of ELD, Math and Language Arts in the classroom, and even more so in Science and Social Studies has been identified through surveys and input sessions. In addition, as the district continues to search for highly qualified staff, fully credentialed teachers are scarce and a significant effort through

personnel support and professional development is invested in new teachers and instructional support staff to ensure they provide quality services to students while becoming credentialed.

The following actions in Goal 2 and 3 are being provided on an LEA wide basis to support student groups indicated within the action steps and address significant learning discrepancies between low-income, English Learner, and foster students. The district will utilize I-Ready, STAR, and 95% data in conjunction with Distance from Standard for "all" student groups with a focus on low income, English Learners, and foster students as a measure of success of action steps for this goal area as we increase our attention toward Cycles of Inquiry, standards based instruction, and intervention and extension services. In addition, outcome data for this goal is closely related to process data to be utilized in Goal 3 related to professional development and support to address standards-based instruction evidenced at the student level as measured by Implementation of State Standards rubrics on a consistent, coherent basis.

Goal 2 - Focus Area 1 - Personnel and program design to support academic progress

*Personnel directed to ensure support for disaggregating data, leading common core implementation providing professional development, coaching for instructional staff, and ensuring unduplicated students have equitable access to programs, technology, materials, and academic success supporting specifically Foster, English Learner, and Low Income students to lead to improvement of services.   (Action 2.1)

*Maintain expanded services focused on meeting the needs of unduplicated students whose academic needs indicate early opportunities for learning and intervention throughout the grade levels through the addition of personnel and interventions. (Action 2.3)

*Expand the implementation and utilization of technology in the form of STEM labs, project based learning, related technology devices and materials to expand equitable access and closing the digital divide especially utilizing CANVAS which is utilized in many California universities. These action steps are principally directed to low income students. (Actions 2.6, 2.9, 2.10)

Goal 2 - Focus Area 2 - Program Implementation

*Continue improved services with the utilization of formative assessment tools to inform instruction and improve data use while increasing personnel, expertise, materials, and availability of data to implement systematic interventions and practice opportunities to increase data outcomes of unduplicated groups whose current performance lags behind "all" on local and state assessments.   (Action 2.3)

*Expand systematic implementation of incentives as integral pieces of differentiated instruction to motivate and reward students for efforts and academic gains to reward focus on decreasing the academic gaps of AUSD student groups specifically those noted above: foster, socio-economically disadvantaged, and English Learner. (Action 2.11)

Goal 2 - Focus Area 3 - Academic Support for students

*Maintain the number of intervention teachers to provide targeted support to students for language arts, math, and English Language Development to increase small group targeted instruction identified to be supportive of differentiated instruction. (Action 2.3)

*Continue improved services to provide staff, books, and online reading assessments to promote utilization of reading resources to promote reading comprehension at school sites led by library staff. (Action 2.2)

*Expanding resources and supplemental materials principally identified to meet the needs of unduplicated students including study and instructional support materials for the classroom and full day summer school along with improving targeted extended school day programs and academic clubs principally directed to foster, low-income, and English Learners are expected to increase academic student outcomes for unduplicated students and decrease the negative distance from standard gap. (Action 2.4, 2.7)

*In an effort to increase academic outcomes for English Learners, we will improve the Dual Immersion program continuing to implement formative assessments and online I-station personalized learning in Spanish in addition to materials and staff stipends already in place to support English Learners and biliteracy based on the foundational principals of research related to the positive effects of biliteracy. (Action 2.5)

Goal 3 - Focus Area - Professional Development

The goal, measures, and actions in previous Goal 2 refer to individual student outcomes. These are driven by actions noted within Goal 3 focused on building staff awareness of State Standards implementation to support outcomes at the group and individual student level. These professional growth focus areas are measured by the Implementation of State Standards rubrics and an expectation for continuously improving outcomes for unduplicated students on district and state assessments. Leading to these expected observable outcomes and completion rates is professional development to address Root Causes identified through the Continuous Improvement Process including building knowledge of state standards, strategies for instruction and supporting students, and utilizing data to inform instruction through the implementation of Professional Learning Teams. The increased and improved actions will address Root Cause #1 to support consistent Tier 1 social, emotional, behavioral, and academic instruction and supports.   Professional development will also be focused on building a culture of shared accountability to focus on improvements in identified Root Cause #3. Professional learning community survey data indicated declines in all but one measured area.   Declines in staff identifying with the 4th and 5th step of a 5 step rubric ranged from 7 to 14% and were particularly impacted by the input of one school site. This leaves a significant 25 to 30% of instructional staff identifying implementation as pre-initiating, initiating, or implementing (levels 1-3). While this is a significant concern, growth in rubric scores based on classroom

observations demonstrated very slight growth from 30% to 31% at the middle school and growth from 65% to 78% at the elementary level of staff consistently delivering instruction at the proficient level as measured by the Episodes of Effective Instruction. Classroom observations utilizing the monthly debriefs of Episodes of Effective Instruction indicate growth in staff implementation of programs, platforms, and strategy implementation over time. The district's next step is consistency of Tier 1 instruction and delivery through pacing support. While the majority of staff members consistently perform at the Developing level and many show strengths at different points of the day at the Proficient level, a lack of grade level, site, and district coherence remains. As we consider our student outcomes for CAASPP Language Arts and CAASPP Math at the Low and Very Low Levels and many students responding to California Healthy Kids Data as not meaningfully engaged, a tiered professional development focus to deepen and reinforce student engagement and application of learning will be key. This action has also been determined to be effective based on growth in multiple student areas noted in Goal 2 metrics such as 95%, I-Ready, and 8th grade STAR. The following action steps provide support for achievement of Goal 2 and Goal 3 measurable outcomes.

*Continue improved services to expand supports for new and experienced teachers, administrators, and classified staff including providing Teachers on Special Assignment, Academic Coaches, induction support, Human Resources guidance, Professional Learning Community Support, and cyclical Thoughtful Classroom feedback focused on 4 P's - Provide Evidence, Praise, Pose, Propose. Implement an accountability system for Professional Learning Teams to support discussions regarding standards selection, pacing, lesson planning, differentiated instruction, and utilizing data to inform instruction leading to Tier 1, Tier 2, and Tier 3 supports. These actions are critical to support staff to meet the needs of unduplicated students as they relate to promoting a safe and welcoming learning environment, deepening and reinforcing learning, and applying learning at high levels of grade-level rigor to close performance gaps.(Actions 3.1, 3.2)

*Continue improved services to expand professional development for certificated and classified staff in areas identified as pertinent to address the wide disparities in student performance and meaningful engagement related principally to unduplicated students including low income, foster, and English Learners. (Actions 3.3, 3.4, 3.5)

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

In addition to the actions and services provided LEA wide, the following services are being provided to unduplicated student groups specifically as new actions:

Goal 2 Action 8: Through past experience, the district has noticed that our foster youth students often lack reliable transportation and access to supplies that will help them succeed / actively participate in school. In addition, outreach and engagement efforts must be expanded and systematically implemented as foster family knowledge of district programs is extremely low based a district phone-call survey to foster families. Provide transportation costs and school supplies/readiness items to meet foster student needs to be successful in school as measured by CAASPP, I-Ready, and STAR. (Action 2.8)

Goal 4 - Focus Area 1 - Professional Development for Classified and Certificated Staff focused on Designated and Integrated ELD:
Upon review of multi-year patterns of performance of English Language Learners, data indicates a continually declining re-designation rate (currently down one percentage point to 3.1%). That noted, the California Dashboard reflects a current English Language Performance Indicator status of 53.9%, a significant increase from 2021-2022 at 39.25% and 2020-2021 at 45.9 % as reported by Kern Integrated Data System. In addition, classroom observation data reviews indicate approximately 63% of Designated ELD lessons observed are being delivered at the proficient level which is an increase of 15% from the year previous but still a concern. Integrated ELD data from math walkthroughs indicated a 33% increase in lessons delivered at a Developing level or higher which prompts next steps visiting other subject areas and continued work with Integrated ELD in math as there is wide variation among sites. English Learner academic performance is significantly lower than All Students on language arts and math formative assessments and as measured by Distance from Standard on the CAASPP. The following action steps provide continued improved services for supporting staff to accelerate the achievement of English Learners to meet measurable outcomes within the district's only focused goal, Goal 4.

*Increase services to continue a multi-year partnership with Jill Hamilton Bunch and KCSOS to provide professional development for Integrated and Designated ELD with a focus on transference of language and provide a sequential professional development strand led by Teachers on Special Assignment and Academic Coaches (funding noted in Goal 3 - Action 1) to promote spoken and written expressive skills utilizing selected district materials including, but not limited to, the "English Learner Toolkit of Strategies" and "Thinking Maps for English Learners - Path to Proficiency". Implementation will be measured by classroom walkthroughs and observation tools. (Actions 4.1, 4.4)

*Increase services to expand Professional Learning Team roles to include gallery walks and increase grade level opportunities to focus on improving application of Learning Windows successfully designed through past action steps formatted specifically to include English Language Development standards and language for cross-curricular practice to increase the language development as measured by classroom observation tools. (Actions 4.2, 4.3)

*Expand staff and time to focus on small group and individualized attention to student outcomes in the form of instructional assistants focused on practice of lesson information and time for teachers to specifically focus on end of year outcomes to support immediate intervention and long term instructional plans based on outcomes as well as support planning for upcoming years intended to specifically serve English Learners. (Actions 4.5, 4.6).

*Teachers on Special Assignment will promote use of new supplemental materials to be purchased in support of newcomers and English Learners identified for specific expressive and receptive language skills. (Action 4.7)

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.

The Arvin Union School District continues to review data related to student academic, socio-emotional, and health needs. The district will extend efforts to support our low-income, English Learners, and Foster Youth through expansion and extension of direct services in the following areas:

Attendance/Engagement:
4 additional Student Success Facilitators to combat chronic attendance rates noted the past two years and encourage engagement in school. Maintain Social Workers added mid-year 2021-2022 to meet identified mental health needs. Social workers housed at each site and providing direct services to students. This action will be modified as social workers will be direct hires of the district and not contracted with KCSOS for the 2023-2024 school year.

Health and Safety:
4 additional custodians (beyond those hired with ESSER funds) to ensure welcoming and safe environments and to promote coverage for school activities which pull bus drivers from sites and to support after school activities. (Action 1.11)

The district plans to continue the position of a 5th nurse (previously funded with a Health Grant) to provide targeted assistance to students on school campuses for the 2023-2024 school year. (Action 1.2)

Campus Supervisor hours were previously extended from 4 hours with overtime to an 8 hour position. A portion of additional costs would continue to be funded through supplemental funds. (Action 1.1)

Academic:
Intervention teacher positions at the elementary campuses will be continued - one at each elementary campus. Two Transitional Kinder teachers and aides for students beyond the age range required by the state are included to provide direct services. If enrollment is low, aides will be utilized in Kindergarten until needed in TK. (Action 2.3)

Academic:
The district has added an elementary art teacher (for a total of 2) and continues to look for a elementary second band teacher (for a total of 2) to provide arts education. (Action 1.14)

Socio-emotional needs:
These funds will be used to continue to provide 2 social workers per campus at all four campuses. (Action 1.2)

Academic and socio-emotional:
The district has expanded the number of staff expected to work Summer School programs principally directed to providing services to unduplicated student needs. (Action 2.4)

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	N/A	1 : 14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 17

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,872,638.00	$1,226,959.00	$219,719.00	$3,283,256.00	$18,602,572.00	$12,830,149.00	$5,772,423.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Engagement Teams	English Learners Foster Youth Low Income	$1,258,048.00			$81,207.00	$1,339,255.00
1	1.2	Physical and Mental Health Teams	Foster Youth Low Income	$1,760,377.00	$115,000.00			$1,875,377.00
1	1.3	Family Outreach Team	English Learners Foster Youth Low Income	$532,996.00		$219,719.00	$10,000.00	$762,715.00
1	1.4	Alternate Learning Academy	Low Income	$202,228.00				$202,228.00
1	1.5	Attendance/Engagement monitoring and incentives	Foster Youth Low Income	$97,700.00				$97,700.00
1	1.6	Social-emotional multi-tiered systems of support	English Learners Foster Youth Low Income	$96,540.00			$147,577.00	$244,117.00
1	1.7	Parent/Family Workshops	English Learners Foster Youth Low Income	$382,089.00			$5,000.00	$387,089.00
1	1.8	Communication Platforms	English Learners Foster Youth Low Income	$22,750.00			$10,000.00	$32,750.00
1	1.9	Personnel for student supervision	English Learners Foster Youth Low Income	$144,265.00				$144,265.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Safe physical environment	English Learners Foster Youth Low Income	$397,986.00				$397,986.00
1	1.11	Expand educational extension activities	Low Income	$478,556.00				$478,556.00
1	1.12	Bridging the digital divide	Low Income	$80,000.00			$200,000.00	$280,000.00
1	1.13	Equitable school facilities	Low Income	$50,000.00			$200,000.00	$250,000.00
1	1.14	Expanded course offerings	Low Income	$1,218,936.00	$250,000.00			$1,468,936.00
1	1.15	After School Sports	Low Income	$146,000.00				$146,000.00
2	2.1	District personnel to support programs and 21st Century skills	English Learners Foster Youth Low Income	$1,575,122.00	$151,959.00		$170,836.00	$1,897,917.00
2	2.2	Access to wide-reading with a focus on Comprehension	English Learners Low Income	$502,646.00				$502,646.00
2	2.3	Formative assessment and intervention	English Learners Foster Youth Low Income	$970,317.00			$881,574.00	$1,851,891.00
2	2.4	Summer School / Extended Day Programs	English Learners Foster Youth Low Income	$374,498.00	$700,000.00		$50,000.00	$1,124,498.00
2	2.5	Promote biliteracy	English Learners	$174,031.00				$174,031.00
2	2.6	Expand implementation of technology	Low Income	$500,000.00				$500,000.00
2	2.7	Supplemental Instructional Materials and supplies	English Learners Foster Youth Low Income	$300,000.00				$300,000.00
2	2.8	Foster services	Foster Youth	$10,000.00				$10,000.00
2	2.9	Closing the Digital Divide	Low Income	$500,000.00			$500,000.00	$1,000,000.00
2	2.10	Instructional platforms and programs	English Learners Low Income	$17,062.00				$17,062.00
2	2.11	Incentives for Academic Growth	English Learners Foster Youth	$80,000.00				$80,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.1	Staff to support professional development /use of data	English Learners Low Income	$809,197.00			$572,062.00	$1,381,259.00
3	3.2	District Support Staff	English Learners Foster Youth Low Income	$306,544.00				$306,544.00
3	3.3	Ensuring academic growth through leadership focused on equity	English Learners Foster Youth Low Income	$135,750.00				$135,750.00
3	3.4	Kern County Superintendent of Schools Contract for Math Support	English Learners Foster Youth Low Income	$110,000.00				$110,000.00
3	3.5	Professional Development	English Learners Foster Youth Low Income	$350,000.00	$10,000.00		$300,000.00	$660,000.00
4	4.1	Designated and Integrated ELD Professional Development	English Learners	$5,000.00				$5,000.00
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	English Learners	$30,000.00				$30,000.00
4	4.3	Grade level Learning Window focus for English Development	English Learners	$30,000.00				$30,000.00
4	4.4	Targeted Professional Development	English Learners	$27,000.00				$27,000.00
4	4.5	Title III instructional Aides	English Learners	$2,000.00			$155,000.00	$157,000.00
4	4.6	Professional Development through Targeted Assessment	English Learners	$75,000.00				$75,000.00
4	4.7	Supplemental English Language Development	English Learners	$120,000.00				$120,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		instructional / practice materials						

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
29,951,182	13,872,638	46.32%	0.00%	46.32%	$13,872,638.00	0.00%	46.32 %	**Total:**	$13,872,638.00
								LEA-wide Total:	$13,573,638.00
								Limited Total:	$299,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Engagement Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,258,048.00	
1	1.2	Physical and Mental Health Teams	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,760,377.00	
1	1.3	Family Outreach Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$532,996.00	
1	1.4	Alternate Learning Academy	Yes	LEA-wide	Low Income	All Schools	$202,228.00	
1	1.5	Attendance/Engagement monitoring and incentives	Yes	LEA-wide	Foster Youth Low Income	All Schools	$97,700.00	
1	1.6	Social-emotional multi-tiered systems of support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,540.00	
1	1.7	Parent/Family Workshops	Yes	LEA-wide	English Learners Foster Youth	All Schools	$382,089.00	

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 (%)
					Low Income			
1	1.8	Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,750.00	
1	1.9	Personnel for student supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,265.00	
1	1.10	Safe physical environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$397,986.00	
1	1.11	Expand educational extension activities	Yes	LEA-wide	Low Income	All Schools	$478,556.00	
1	1.12	Bridging the digital divide	Yes	LEA-wide	Low Income	All Schools	$80,000.00	
1	1.13	Equitable school facilities	Yes	LEA-wide	Low Income	All Schools	$50,000.00	
1	1.14	Expanded course offerings	Yes	LEA-wide	Low Income	All Schools	$1,218,936.00	
1	1.15	After School Sports	Yes	LEA-wide	Low Income	All Schools	$146,000.00	
2	2.1	District personnel to support programs and 21st Century skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,575,122.00	
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	LEA-wide	English Learners Low Income	All Schools	$502,646.00	
2	2.3	Formative assessment and intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$970,317.00	
2	2.4	Summer School / Extended Day Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$374,498.00	
2	2.5	Promote biliteracy	Yes	LEA-wide	English Learners	All Schools	$174,031.00	
2	2.6	Expand implementation of technology	Yes	LEA-wide	Low Income	All Schools	$500,000.00	

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 (%)
2	2.7	Supplemental Instructional Materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
2	2.8	Foster services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
2	2.9	Closing the Digital Divide	Yes	LEA-wide	Low Income	All Schools	$500,000.00	
2	2.10	Instructional platforms and programs	Yes	LEA-wide	English Learners Low Income	All Schools	$17,062.00	
2	2.11	Incentives for Academic Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
3	3.1	Staff to support professional development /use of data	Yes	LEA-wide	English Learners Low Income	All Schools	$809,197.00	
3	3.2	District Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$306,544.00	
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,750.00	
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
3	3.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
4	4.1	Designated and Integrated ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	
4	4.3	Grade level Learning Window focus for English Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	

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 (%)
4	4.4	Targeted Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$27,000.00	
4	4.5	Title III instructional Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
4	4.6	Professional Development through Targeted Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,000.00	
4	4.7	Supplemental English Language Development instructional / practice materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$120,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,307,628.10	$18,121,380.78

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	Engagement Teams	Yes	$1,371,395.00	1,484,632.39
1	1.2	Physical and Mental Health Teams	Yes	$1,682,013.00	1,759,109.13
1	1.3	Family Outreach Team	Yes	$673,906.00	705,601.54
1	1.4	Alternate Learning Academy	Yes	$195,494.00	205,362.38
1	1.5	Attendance/Engagement monitoring and incentives	Yes	$102,988.00	85,701.32
1	1.6	Social-emotional multi-tiered systems of support	Yes	$212,167.00	225,300.00
1	1.7	Parent/Family Workshops	Yes	$118,700.00	51,444.86
1	1.8	Communication Platforms	Yes	$40,500.00	30,491.88
1	1.9	Personnel for student supervision	Yes	$256,188.00	275,657.00
1	1.10	Safe physical environment	Yes	$989,192.00	1,277,296.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Expand educational extension activities	Yes	$482,000.00	414,510.65
1	1.12	Bridging the digital divide	Yes	$450,000.00	756,319.49
1	1.13	Equitable school facilities	Yes	$613,000.00	831,712.78
1	1.14	Expanded course offerings	Yes	$1,185,172.00	1,221,005.66
1	1.15	After School Sports	Yes	$135,000.00	55,157.00
2	2.1	District personnel to support programs and 21st Century skills	Yes	$2,177,966.00	2,085,812.59
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	$316,388.00	523,072.26
2	2.3	Formative assessment and intervention	Yes	$2,257,939.00	2,085,812.59
2	2.4	Summer School / Extended Day Programs	Yes	$797,112.00	885,881.64
2	2.5	Promote biliteracy	Yes	$170,000.00	239,750
2	2.6	Expand implementation of technology	Yes	$300,000.00	431,000.00
2	2.7	Supplemental Instructional Materials and supplies	Yes	$236,858.10	134,638.95
2	2.8	Foster services	Yes	$10,000.00	10,539.44

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)
2	2.9	Closing the Digital Divide	Yes	$1,500,000.00	10,366.09
2	2.10	Instructional platforms and programs	Yes	$27,207.00	$13,476
2	2.11	Incentives for Academic Growth	Yes	$100,000.00	40,944
3	3.1	Staff to support professional development /use of data	Yes	$991,712.00	1,038,849.76
3	3.2	District support personnel	Yes	$249,380.00	308,437.65
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	$130,750.00	133,944.32
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	$310,000.00	358,277.66
3	3.5	Professional development	Yes	$757,310.00	134,730.84
4	4.1	Designated and Integrated ELD Professional Development	Yes	$222,291.00	105,640
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	$12,000.00	0
4	4.3	Grade level Learning Window focus for English Development	Yes	$8,000.00	0
4	4.4	Targeted Professional Development	Yes	$5,000.00	221.65
4	4.5	Title III instructional Aides	No	$155,000.00	$125,592.53

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)
4	4.6	Professional Development through Targeted Assessment	Yes	$65,000.00	75,090.61

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)
13,185,984	$13,891,031.10	$14,073,591.57	($182,560.47)	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	Engagement Teams	Yes	$1,205,548.00	1,311,866.39		
1	1.2	Physical and Mental Health Teams	Yes	$1,482,000.00	1,662,576.00		
1	1.3	Family Outreach Team	Yes	$448,314.00	486,221.54		
1	1.4	Alternate Learning Academy	Yes	$191,500.00	202,357.02		
1	1.5	Attendance/Engagement monitoring and incentives	Yes	$102,988.00	84,701.32		
1	1.6	Social-emotional multi-tiered systems of support	Yes	$76,700.00	85,701.00		
1	1.7	Parent/Family Workshops	Yes	$113,700.00	51,444.86		
1	1.8	Communication Platforms	Yes	$30,500.00	25,491.88		
1	1.9	Personnel for student supervision	Yes	$250,000.00	255,657.00		
1	1.10	Safe physical environment	Yes	$985,816.00	1,159,800.12		
1	1.11	Expand educational extension activities	Yes	$482,000.00	414,510.65		
1	1.12	Bridging the digital divide	Yes	$250,000.00	517,164.69		

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	1.13	Equitable school facilities	Yes	$50,000.00	560,530.84		
1	1.14	Expanded course offerings	Yes	$1,185,172.00	1,192,651.58		
1	1.15	After School Sports	Yes	$135,000.00	55,157.00		
2	2.1	District personnel to support programs and 21st Century skills	Yes	$1,600,217.00	1,574,515.20		
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	$309,229.00	509,693.81		
2	2.3	Formative assessment and intervention	Yes	$1,376,365.00	767,053.70		
2	2.4	Summer School / Extended Day Programs	Yes	$702,442.00	705,000.00		
2	2.5	Promote biliteracy	Yes	$170,000.00	239,750		
2	2.6	Expand implementation of technology	Yes	$300,000.00	431,000		
2	2.7	Supplemental Instructional Materials and supplies	Yes	$236,858.10	134,638.95		
2	2.8	Foster services	Yes	$10,000.00	10,539.44		
2	2.9	Closing the Digital Divide	Yes	$500,000.00	10,366.09		
2	2.10	Instructional platforms and programs	Yes	$9,300.00	13,476.00		
2	2.11	Incentives for Academic Growth	Yes	$100,000.00	40,944.00		
3	3.1	Staff to support professional development /use of data	Yes	$537,651.00	752,021.76		
3	3.2	District support personnel	Yes	$249,380.00	308,437.65		
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	$130,750.00	133,940.32		

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	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	$110,000.00	128,277.66		
3	3.5	Professional development	Yes	$447,310.00	167,152.84		
4	4.1	Designated and Integrated ELD Professional Development	Yes	$22,291.00	5640.00		
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	$12,000.00	0		
4	4.3	Grade level Learning Window focus for English Development	Yes	$8,000.00	0		
4	4.4	Targeted Professional Development	Yes	$5,000.00	221.65		
4	4.6	Professional Development through Targeted Assessment	Yes	$65,000.00	75,090.61		

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)
28,563,038	13,185,984	03.09	49.25%	$14,073,591.57	0.00%	49.27%	$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).

  o **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.

  o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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)

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

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