LCFF Budget Overview for Parents

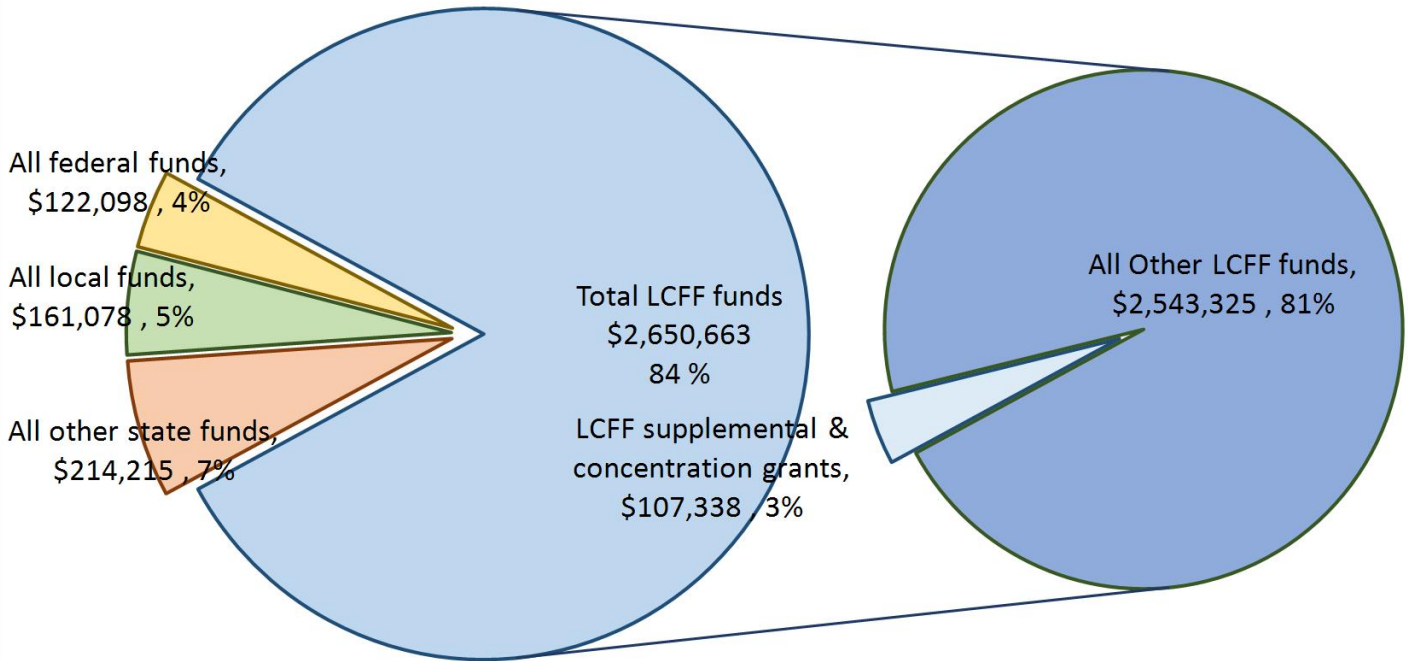| |
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| Local Educational Agency (LEA) Name: Clay Joint Elementary School District |
| CDS Code: 10 62109 6005839 |
| School Year: 2023-24 |
| LEA contact information: |
| Judith Szpor |
| Superintendent/Principal |
| jszpor@clayelementary.org |
| 559-897-4185 |

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, $122,098 , 4%

All local funds, $161,078 , 5%

All other state funds, $214,215 , 7%

Total LCFF funds $2,650,663 84 %

LCFF supplemental & concentration grants, $107,338 3%

All Other LCFF funds, $2,543,325 , 81%

This chart shows the total general purpose revenue Clay Joint Elementary 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 Clay Joint Elementary School District is $3,148,053.53, of which $2,650,663 is Local Control Funding Formula (LCFF), $214,214.53 is other state funds, $161,078 is local funds, and $122,098 is federal funds. Of the $2,650,663 in LCFF Funds, $107,338 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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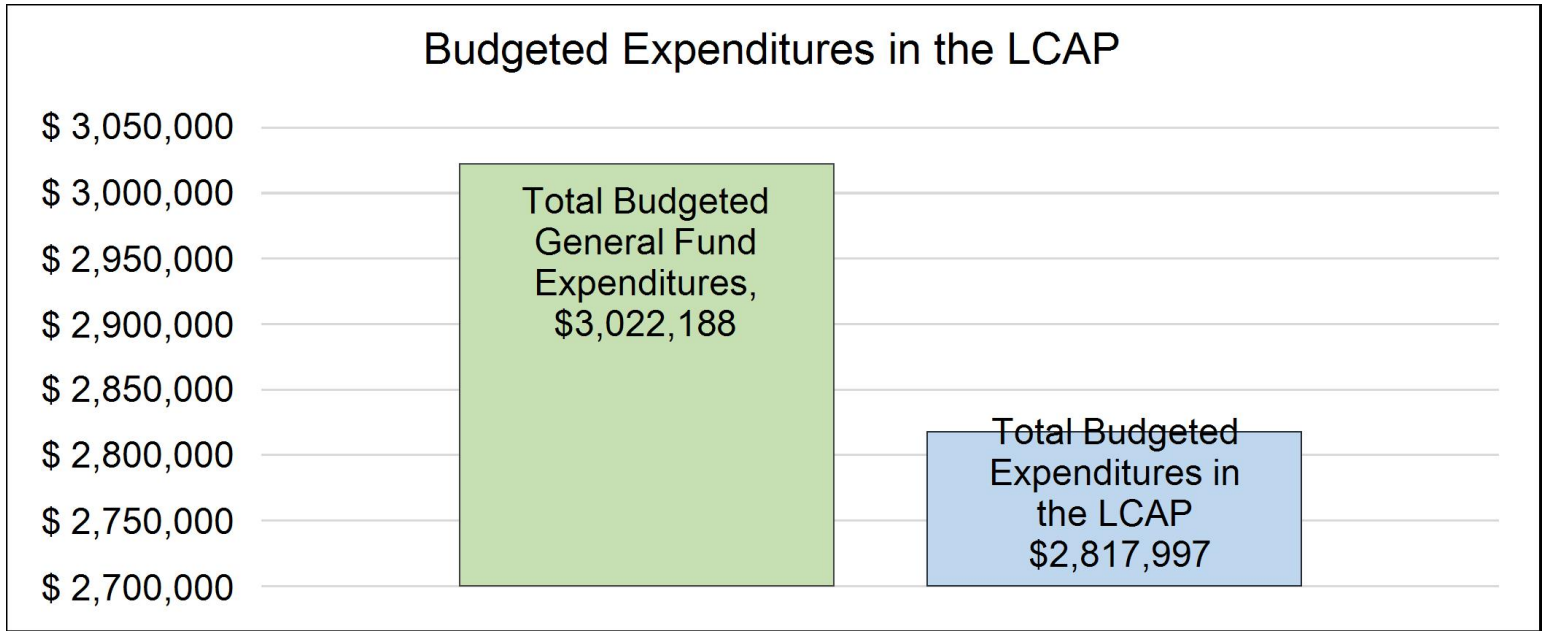
This chart provides a quick summary of how much Clay Joint Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Clay Joint Elementary School District plans to spend $3,022,188 for the 2023-24 school year. Of that amount, $2,817,997.00 is tied to actions/services in the LCAP and $204,191 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
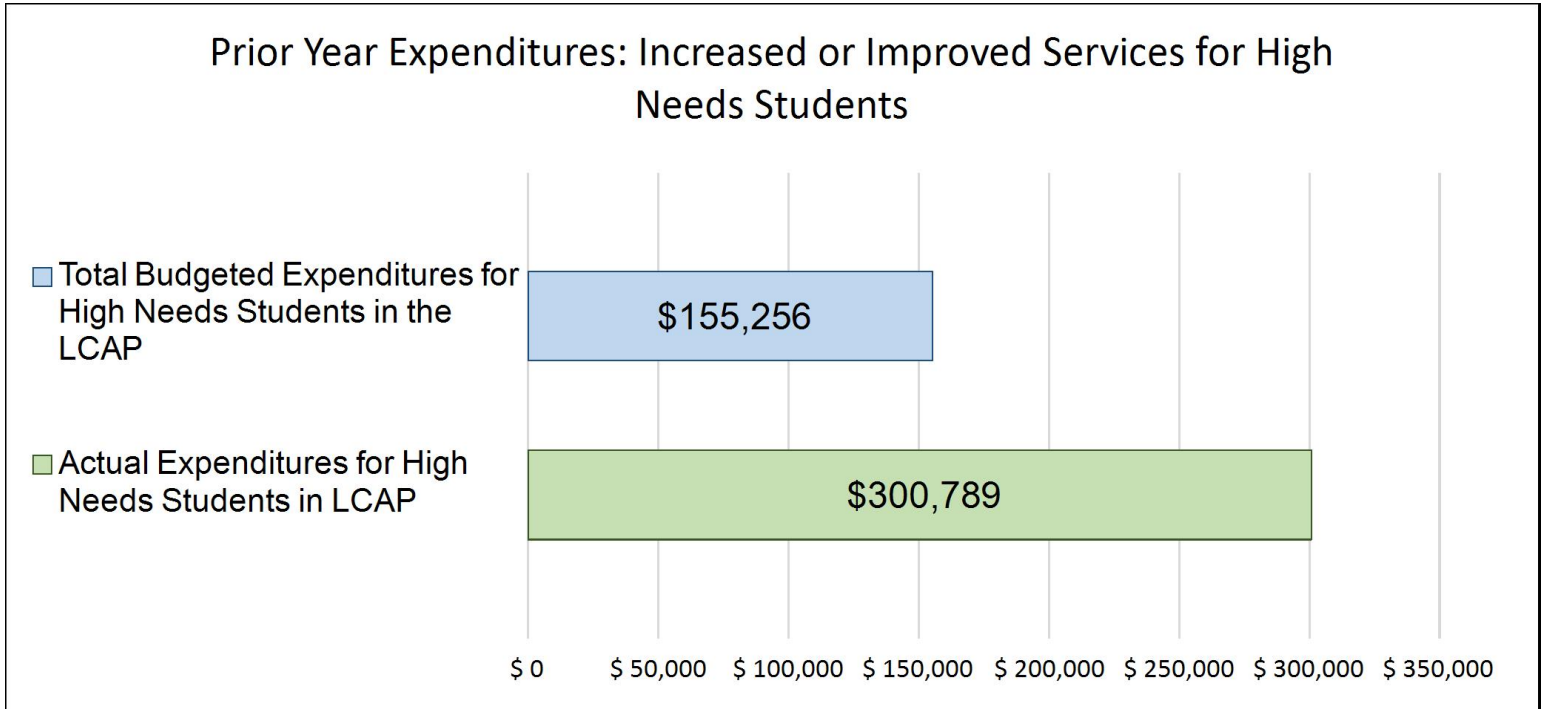
The LCAP identifies all expenditures related to LCFF funds; however the district's budget also includes additional funding from local and federal sources that are not identified in the LCAP. These sources include ESSR funding, After School Program funds, and General Reserve funding held for economic uncertainty. The district also maintains reserves for general campus repairs and ongoing modernization, for issues that may arise with the well and water tank or campus facilities.

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

In 2023-24, Clay Joint Elementary School District is projecting it will receive $107,338 based on the enrollment of foster youth, English learner, and low-income students. Clay Joint Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clay Joint Elementary School District plans to spend $154,667 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	$155,256
☐ Actual Expenditures for High Needs Students in LCAP	$300,789

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Clay Joint Elementary 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 Clay Joint Elementary 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, Clay Joint Elementary School District's LCAP budgeted $155,256 for planned actions to increase or improve services for high needs students. Clay Joint Elementary School District actually spent $300,789 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
Clay Joint Elementary School District	Judith Szpor Superintendent/Principal	jszpor@clayelementary.org 559-897-4185

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.

Nestled in the rural central valley with views of the snowcapped Sierra Nevada mountains in the winter, pink and white blossomed fruit trees in the spring, and fruit ladened trees at the conclusion of the school year, Clay Elementary School is a one-school district located near Kingsburg, California. When the morning bell rings, students and staff members gather from all areas of the school to the center of campus for an opening ceremony. The principal greets all students; announcements are made, birthdays are recognized, and new students are welcomed. After our oldest Cougars lead the Flag Salute and an inspirational charge is given to do their best, practice their P.A.W.S. and a hearty GOOOO COUGARS, students are dismissed to their classes and the instructional day at Clay School begins. Clay maintains a long-standing tradition of excellence and high expectations from its community.

Since 1880, Clay School has been a shining star in south Fresno County and the greater Kingsburg community. A kindergarten through eighth-grade school, Clay began as a one-room school and is now a beautiful, yet modest, rural country campus with an enrollment of 243.

Some of the students at Clay, both past and present, are second, third, and even fourth-generation Clay students. Many traditions of the school have been maintained over the years, such as the whole school gathering together for the flag salute. Clay students benefit from added upgrades to the school campus such as a beautiful music room, a library/media center, a learning center, a multipurpose building, a kindergarten suite and most recently all new fourth through eighth grade classrooms and Learning Center with the completion in February 2023 of the West Wing Project. In addition we have two new playgrounds and safety gates newly added in 2022.

The Clay staff is one of exceptional experience and loyalty to the school district. Clay School enjoys a staff who are eager to wear the many hats being part of a small district requires. The certificated staff includes the Superintendent/Principal, a Special Education/MTSS Teacher, an Intervention/English Language Development (ELD) Specialist/Learning Director, an intervention teacher, 9 classroom teachers, and a full-time music teacher/librarian and physical education teacher. The classified staff includes four instructional assistants, one of those being our 2nd bus driver. Clay has a food service assistant, an administrative assistant, a chief business officer/HR Director, a Director of Maintenance/Operations/Transportation/Technology, a full-time grounds/custodian, and one part-time custodian. Clay contracts with the Fresno County Superintendent of School for nursing services, two days of psych services, All 4 Youth Services, and After School Program services. Speech Services are also contracted out. Clay has three members on the Governing Board of Trustees. The Clay community is tight-knit and acts as a large family to ensure the best educational experiences and environment for all Clay students. The community shares common expectations for learners.

Our vision statement sums it up nicely: 'One Community, One Goal: to Exceed Expectations!' We work hard to provide a safe environment that is conducive to learning. There is a special bond that is shared among staff, students, and parents. Students and parents feel that our school represents an ideal, safe, educational setting where a child experiences the security that is necessary for learning to take place. The district is one of choice for many families residing in southern Fresno and northern Tulare Counties. Parents arrive at Clay to complete an inter-district transfer interest form soon after the birth of their child. Consequently, approximately 85% of the students at Clay are enrolled on inter-district transfer permits from neighboring school districts. Our small school atmosphere reflects respect, conservative family values, and a strong sense of community. The Clay School parent population is generous with its time and donates countless hours as classroom volunteers, trip and activity chaperones, as well as most other tasks requested by school personnel.

The Clay student population's ethnic composition remains close to the same from year to year: 0.8% African American, American Indian or Alaska Native .4%, 1.2% Asian, 0.4% Filipino, 0.4% Pacific Islander, 37.2% Hispanic/Latino, 57.6% White, and .8% two or more races, with 1.2% not reported. Up to 15% of the students ride the bus to/from school. Our Clay Cougars continue their outstanding achievement as they attend high school. Over the years, Clay has consistently had at least one student represented among the group of Valedictorians in our feeder high school. Local high school teachers have communicated that Clay graduates are "always well prepared."

Clay School is committed to providing a high-quality academic program. Our teachers present a rigorous and challenging curriculum that is aligned with State Adopted Standards. Assessment is used to confirm the alignment of our teaching to our goals and expectations. Our California Assessment of Student Progress and Performance (CAASPP) scores are far above the statewide averages in both Math and English Language Arts. Through our Strategic Action Plan, Clay's staff is making individual growth a priority as we look closely at data to ensure each student is making growth specifically in ELA and Mathematics.

Our daily goal is to champion; "ardently defend the passion and purpose," EACH Clay Cougar and promote each student's intellectual, ethical, emotional, social, and physical growth, and prepare each student to become productive and responsible members of our society. In addition to the community and culture of the school, the many statewide recognition and national distinctions have kept families interested in pursuing education for their children at Clay. Clay was recognized as a California Distinguished School in the years 1997, 2000, 2004, 2008, and 2014, and was honored as a National Blue Ribbon School in 2000-2001 and 2017-2018. It is the desire of all educational partners to maintain and uphold the principles on which Clay was founded; excellence in education, providing diverse opportunities, and raising strong, moral character that positively contributes to the community,

As part of the LCAP process, you must be informed that some Metrics do not apply to Clay because we are a K-8 school. Non-applicable metrics include the high school metrics; A-G course completion, CTE sequence of study, AP scores, EAP scores in ELA and math, dropout rate, and graduation rate. All other metrics are applicable and will be reported in this LCAP. Metrics that do not apply to Clay are the English Learner reclassification and the percent of English Learner students who make progress towards English proficiency because Clay has fewer than 30 EL students and data is not displayed for under 30 students.

Reflections: Successes

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

Our biggest success for the 2021-2022 school year is that our Low-Income subgroup made the distance from standard growth in both ELA and Math. They outperformed the ALL group for the first time in ELA, scoring 71.11% meets and exceeds, while the ALL group scored 69.83%. In math, all groups scored 64.25% meets and exceeds, while the Low-Income group scored a 57.78%, only slightly behind. Our Low Income grew in their distance from the standard by +6.2 in ELA and +3.1 in math. During 21-22, we had 15 English Learners. Of those 15, 11 were reclassified. This was also a huge success. Although we did not get the same positive CAASPP results with our all-student subgroup, this data shows that the work we are doing is working, as we are able to make progress with our most disadvantaged students. Still, based on CAASPP scores, Clay Elementary is the highest-ranking District in Fresno County, in the top 10 of like schools in the state of California, and one of the highest-ranking schools in Fresno County.

Another tremendous success is the completion of our West Wing building project, which replaces six 25 - 35-year-old classrooms with brand-new facilities and furniture. This project has been long awaited, and with its completion in February of 2023, we are excited. It was difficult as our students were experiencing construction at the end of the 2022 school year. This construction, two new playgrounds, safety gates, and a new south entrance requiring a one entry through the office to our campus are huge successes in the areas of safety and facilities.

Finally, one of the biggest successes of moving out of 21-22 into 22-23 is the feeling of safety. As you will see, we had a rough 2021-2022 season with 10 suspensions. We responded and our response has been well received in terms of safety efforts. Our safety plan has addressed almost all of the needs the school had in 2018-2019. We have addressed secure access to the campus, lighting, safety features on our doors, new procedures and supervision increased at drop off, pick up, and recess times. We have new facilities replacing the old with

a new one-way entrance to the campus through the front office. We increased Psych, Counseling, and Intervention services as well as providing SEL training for the staff, recognizing the importance of our mental and psychological health for all.

Note: The district contracted with Parsec, an independent data analytics company that provides a dashboard to the LEA. Based on their calculations, an internal Distance From Standard DFS was calculated for local use.

Based on our local assessment data as of May 2023, our DRA for K-2 shows that 85% of our students are reading on or above grade level. Our iReady data shows that 71% of ALL students K-8 are on or above grade level in Math and 67% of ALL students K-8 are on grade level or above in Reading. This is a -0.1% decrease from the same time last year in reading and a -3.5% decrease in math from the same time last year. Our low-income students are showing an on or above grade level of 62% in math, a -5.9% decrease from last year at the same time. Our low-income students are showing an on or above the grade level of 57% for Reading, a -8.4% decrease from last year at the same time. Our ELL, foster, and homeless populations declined to numbers of 3 each so the data is not reportable.

In addition to these results, our 2022 ELPAC results indicate that 55% of our EL subgroup will be re-designated and 82% made growth from last year. The 2 that did not were initials that can't demonstrate growth just yet. This validates the work we are doing.

Using the Improvement Science method of a Plan - Do - Study - Act cycle in all 4 years, we determined the reason for success and missed opportunities in both ELA and Math that helped develop the next steps. Strengths determined for ELA growth were students who wanted to grow and trusted their teachers, targeted instruction, DEN (Differentiated Instruction for Every Need) time which is targeted/protected differentiated time, Thinking Maps, and Write from the beginning, Accelerated Reading, and continued use of the progress monitoring tool, iReady as both a progress monitoring and intervention tool. Strengths determined in Math were Eureka aligned curriculum that teaches math specifications, it's complex and digs deep giving students real-life applications. Additional strengths noted were number talks and the progress monitoring and intervention with iReady. In the last three years, we realized fluency in both reading and math are critical as well as fidelity to the iReady program and added math fluency programs of Reflex and Frax. All of these show consistent academic growth when used regularly and a strong correlation in fluency with growth in iReady. After sharing official data with educational partners as well as all staff, it was a unanimous decision, "Keep doing what you're doing," but do it better by reaching deeper and wider and this is how Clay plans to build on existing success. The main findings were how to focus on each individual with specific goals, using the monitoring progress of iReady, AR, DRA, ESGI, and teacher-made assessments. Monitoring individual student data with conferences will ensure the continued success of each subgroup including our English Learners, low-income, and foster youth as well as each ethnic group.

Students in kindergarten through 3rd grade are assessed every trimester using the Developmental Reading Assessment (DRA) and more recently ESGI. Kindergarten through eighth-grade students are also assessed online with the Standardized Test for the Assessment of Reading (STAR). All students take the i-Ready diagnostic in both math and reading every trimester. This also gives teachers information about student strengths and weaknesses within specific domains. Groups are formed after the intervention teacher, special education teacher and administrator have analyzed data. The team uses a shared google doc to input and color code numerous forms of data and use the results to see which students are making growth and which need more intervention. Clay offers a menu of evidence-based, science of reading, interventions that specifically address student needs in the areas of decoding, fluency, comprehension, phonics, phonemic awareness, and language. DEN is flexible, and fluid, and allows Clay to meet the needs of each child.

PBIS is implemented at Clay and we operate daily under the expectations of P.A.W.S. After a traumatic 21-22 school year at Clay School, we focused heavily on targeting the why with each individual. It took a lot of time and conversation, but we felt it was necessary to reach each individual with the support and cooperation of the family. Slowly, we were able to target individual behaviors with specific interventions provided both by the school and the families. In addition, we started a school wide effort to be more intentional with our Pawsitive Picks by tracking the students to ensure we were catching EVERY student. This year we maintained these practices and held follow up SSTs with these individuals, started more small leadership groups with our Psychologist, and increased opportunities for positive reinforcement like our Cougar Cave. The Cougar Cave is the result of a plan to specifically address a positive reinforcement for students who are following the expectations out on the yard and during PE.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2021 - 2022 school year was a traumatic year for the Clay community. We headed into the beginning of the year coming off of academic growth as evidenced on the CAASPP scores from Spring of 2021 in spite of the trauma of COVID. We responded well to the immediate crisis and our scores were evidence of that . However, due to COVID, we were able to keep our enrollment low during the 2020-2021 school year as we were held harmless. In preparing for the 2021-2022 school year we had to bring our enrollment back up to 250 in order to be fiscally sound. Consequently, we added 45 new students and 30 new families. This added a new challenge as the existing students found their social, athletic, and academic positions challenged by new students. New students were desperately trying to find their place in this new school. Consciously or subconsciously there was conflict as students tried to adjust. Clay School also only has 1 classroom per grade level, so in one case, 1/3 of the classroom was brand new. We also had two new staff members. So with all the new students, new staff members and a return to full day school when many of the students had not experienced "regular" school for the last 15 months, new expectations were being set and new relationships were being created with trust as the ultimate goal. While everyone was adjusting to the newness of everything going on and daily adjustments and reteaching were happening with behavior, we suffered a traumatic event as a student brought a loaded gun to school. Although handled appropriately and there was no injury, it was a complete and total shock to the safe, family oriented, trusting, Clay community. Now, not only was Clay dealing with the trauma of COVID, so much new, and a challenge to their environment, there was a tremendous amount of fear now added to the daily climate of the school. Questions were asked; How can this happen at Clay? What can we do to ensure this doesn't happen again? How do we bring back this feeling of safety and security so students can focus on just learning. In the first trimester alone, Clay suffered 7 suspensions of the 10 they would get for the year. Emotionally, we knew we needed to deal with the trauma our kids were feeling and facing. It was deep and widespread and hard to identify, so we responded with one student at a time. We held many SSTs and started putting plans in place with families, again, one student at a time. By the end of the year things had settled down, but much teaching time had been missed.

When our CAASPP scores came back we saw three cohorts who declined by -4%, -20%, and -35% from the previous year's proficiency numbers in math while two cohorts went up 1% and 6%. In ELA, we had 3 cohorts decline by -18%, -7%, -20% while two cohorts went up 21% and 8%. This left our over-all with a decline in both subjects from previous years which is the biggest drop in many years. This was

alarming especially when we knew the performance trajectory of these students should have maintained or improved. Sadly, our achievement gap was closed, as our most at risk students grew as a subgroup in both subjects while the "all" declined. So, we had more work to do to determine the why behind these changes.

For the 4th year in a row, Clay certificated staff analyzed the 6-year trend data using the Improvement Science method of Plan - Do - Study - Act where we determined the reason for success and missed opportunities in both ELA and Math that helped analyze what happened and how we were going to address the deficits. One of the biggest concerns that came up was all of the independent study that was requested. The certificated staff shared that instead of providing after school intervention, they were either preparing folders and work for independent study or they were correcting the mass amounts of work turned in or assessing students after school upon their return. The loss to students who needed the intervention or holding students accountable in extra work hours after school were reduced or eliminated due to all the extra work with independent study. The loss of intervention provided after school is a critical change to previous years.

The more we analyzed the data we realized this was more of a behavioral issue rather than academic. We knew our behavioral data was on the increase, but we felt there was more to the story. The analysis of our Low Income students showing an increase in performance affirmed that what we were doing in terms of curriculum and instruction was still effective. The question we needed to address was why did proficient students decline in their performance?

These scenarios lead to a deeper dive in Independent Study and attendance data. The findings were alarming.

We learned that in 2021 150 students were tested compared to 179 in 2022. In 2021 there was 1 suspension and in 2022 10 suspensions and 1 severe event.
In 20-21 there were 271 Independent Study days and in 21-22 there were 1497 Independent Study Days. Almost 7 times as many!
In 20-21 there were a total of 728 absent days and in 2021-2022 there were 2913 absent days! This helped us realize we had over 1 million lost instructional minutes and a financial loss of approximately $80,000 dollars in ADA.

We learned that this was a behavioral issue not only regarding students at school, but a behavior or belief about school attendance. So, for the 2022-2023 school year there was a need to communicate this data and express the concern regarding the impact the missed instructional minutes had on our over-all school performance and missed opportunities for intervention.

We also narrowed down that the location of the majority of our behavioral issues at school happened during transitions and out on our playground. We learned that there was a lot of competition happening out during recess games and we needed to give our students both incentives to follow our behavioral expectations and the tools to solve conflicts. We have increased our All4 Youth (All Four Youth counseling services) referrals, started small group role-play sessions with our Psychologist, and tightened up our efforts to offer more positive incentives as well as increase our communication on school-wide expectations. The second half of the 2021-2022 year was much better and behavior have improved tremendously. Due to the success of our role-play sessions with a few groups of students, we used Esser funds to add an extra day for our Psych to come during the 2022-2023 school year to get an intentional start to intervention on day one.

Clearly math is still an area of need as that was where we saw the biggest drop in proficient students. Yet, once again, we learned during COVID that face to face instruction works best when teaching math and we had more students doing math through Independent Study than ever in the history of the school due to independent study requests.

Steps Taken for 2022-2023 school year based on data:
Instructional: We hired an additional intervention teacher. She is targeting math groups and Kindergarten groups. Math groups, to bridge the gap with some of our students who are struggling and the Kindergarten group to address slight gaps immediately in Kindergarten. We are targeting the motivation of all of our students to recognize the importance of growth by offering incentives, particularly around the area of CAASPP scores, but also iReady improvement. We are having more one on one meetings with teachers and students to review iReady data and how it compares to their CAASPP scores. We wanted our students to understand they went backwards as so many of these students were advanced or proficient and went backwards in their distance from standard. We also are having an awards assembly for the CAASPP assessment so the students might be motivated by medals and pins for not only meets or exceeds, but students who grew a whole performance level or 50 points in their distance from standard.

Behavioral: We found a space to create an incentive room for students who follow recess and PE expectations. The student body and staff voted on the name of the room which ended up being Cougar Cave. The district cleaned out the space and covered the walls and paid for a foam floor. The parents and community purchased all the items using an Amazon wish list. Another parent donated the logo work and the new signage for the room. The room was introduced at the beginning of the 22-23 school year and the survey from our student leaders revealed that is one of their favorite changes made to the school. Data shows that although there are still discipline issues and referrals, there are no suspensions recorded yet during the 2022-2023 school year. Having a Psychologist two days a week has been a great change. She works primarily with small groups across 4th - 6th grades with leadership, communication, conflict resolution, and of course individual counseling as requested by parents and as time allows.

Safety: During the 2022-2023 we were able to complete several safety related projects. We firmly believe, and based on science data through our SEL training, that students cannot learn until they feel safe. Clay Joint Elementary made an intentional effort to increase the training of staff, increase the number of safety drills, add gates to the perimeter of the school and construct a new entrance that is a one way in entrance to the school. You will see with our survey data this is a big win for the 2022-2023 school year. So, while we do not have dashboard data that specifically address safety, we feel that the disruptions of COVID and our traumatic incident in the fall of 2021, not to mention a year of construction interruptions while we built our new classrooms, played a impactful role in our academic performance of 2022. Like we address the needs of each individual student, it was imperative we address the safety needs of our entire campus. It is important that our community has confidence that their children are safe every day and in every situation that might arise and that as a community we are dedicated to keeping our Clay Cougars safe both physically as well as emotionally.

LCAP Highlights

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

The Clay Joint Elementary School District Contains 3 goals designed to primarily increase and/or improve services for our unduplicated student population and maintain or improve services for all students.

1.) Maintain a Culture of high-quality education in an environment designed to increase the academic achievement of all students and subgroups and provide them with opportunities to develop their greatest potential.

2.) Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn, and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students.

3.) Students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards.

Goal 1: Since 1880 when Clay School was founded, it has been the desire of the Clay community to provide a unique, conservative, and challenging environment in which to grow and learn with involvement and support of the community. It is therefore the longstanding vision that we are "One Community, with one Goal, to exceed expectations." Clay educational partners throughout the decades has one simple request of all partners; exceed expectations. Therefore the theme in our LCAP for Clay Joint Elementary is to maintain and grow current practices with a deeper and wider lens to reach ALL kids in ALL subjects while maintaining a close eye on our students with disabilities, English learners, low income, and foster youth student population. You will see data that supports that the structures and curriculum we have in place continue to provide the academic rigor that is required to make progress. The strongest evidence of this fact is seen in the 2022 CAASPP results showing that our Low Income group grew in both ELA and Math closing the achievement gap in Math to less than 7 percentage points and outperforming the ALL group in ELA 71.% to 69%. Our ALL group declined. So, students who had tested proficient declined in their performance. Even after slight growth the year just after the COVID lockdowns, it was devastating to see the largest decline in Clay's performance in several years. There is a lot to our 2021-2022 story that includes not only the aftermath of COVID, but a huge growth in our enrollment causing social stresses, a traumatic event in the first 30 days at school, more severe behavior than we have seen in awhile and a dramatic spike in Independent Study and overall absences. You will see data to support that absences likely played a key roll in this decline, but student groups who typically perform well, declined and that is of great concern. Our conclusion is that this is more linked to behavioral and motivational issues rather than academic ability, again, since our Low Income group made gains.

While the 2021-2022 school year seemed free of COVID, we feel strongly that the impact of COVID had devastating effects on our culture and climate which had an impact on both goal 1 and goal 2. During COVID our enrollment dropped and we did not add students leaving us with an enrollment of 215 during the 2020-2021 school year . However, due to being funded again by ADA our enrollment went back up to 250. At the time, we had seen an impact on our climate and culture. Not only were we adding our students back together for a regular length day again, but we also added 45 new students, 1/5 of our entire student body. These students, due to the COVID crisis, came to us with a greater extent of differences as many were not in school all year and most with much less school than Clay students. There was a lot of

adjustment that needed to be made not only with some of the new students but also with existing students. All the students current and new had to get to know each other and become a team unit. Classroom dynamics all changed and there was a steep adjustment curve in following schoolwide and classroom expectations. Out on our playgrounds specifically, we had to learn to play together again. For the majority of 2020-2021 students only played in small groups for short amounts of time. In 2021-2022, there were larger groups learning to play again and with new schoolmates. Consequently, there were more physical contact incidents and threats that resulted in suspensions with 7 of our 10 suspensions happening before the end of September. This also led, however, to more than usual student study teams and partnering with parents as well as intentional communication and implementation of our school-wide PBIS system of support. By implementing behavioral contracts, outside support, more All4Youth referrals, small group role play activities with the school Psych, increased supervision with certificated staff as well as classified staff, and an increase in the school-wide positive reinforcements, we went from 7 suspensions in the first trimester, 2 in the 2nd trimester and only 1 in the third trimester. So, while the data is alarming, we are validated that the systems we have in place work in times of crisis in both academics and behavioral support. We feel that all of this trauma, added to the serious event with a gun on campus in the fall of 2021 contributed to the behavioral and academic struggles we had during the 2021-2022 school year.

Goal 2: The areas of focus noted here reflect the current priorities of our educational partners. Nine years ago, Clay began a multi-tiered system of support approach to intervention for both academic and behavioral issues. The first part of the system was the development of DEN (Differentiating for Every Need). DEN was created as a way to reach every student and provide services for each individual student's needs. DEN is a school-wide intervention system that allows 30 minutes a day per class where students are engaged in tier 1 enrichment with the classroom teacher, or deployed to either a tier 2 or 3 intervention group led by our intervention teachers and instructional aides or pulled for special education service. An essential component to the success of DEN time is the agreement that teachers will not teach any new material that all students are expected to learn while some of their students are out of the class for DEN time. The students who go to DEN are given explicit instruction based on their needs and are regrouped every 6-8 weeks depending on progress on weekly progress monitoring and a variety of end-of-session and trimester assessments. While DEN is accessible for any student who needs academic intervention, and the intervention content area focus is reading, positive impacts are noted across subject areas and subgroups. It is evident that improving reading and comprehension for all students also improves their reading and comprehension of math problems. In addition to our priority on learning is safety. The classrooms for grades 4-8 and our Learning Center were housed in 25-30-year-old portable buildings. The governance team recognized the lengthy process to secure new facilities and started the process in 2015. One highlight of our LCAP is the completion of brand new classrooms for 4th - 8h grade and our Learning Center. In addition, we were able to finalize plans for a one secure entrance to the school with locked gates around the perimeter. There is no access to students or the interior of the campus unless one has a key or goes through the office first.

Goal 3: We maintained our rigorous curriculum and added a Foundations in Personal Finance course to our 6th - 8th grade curriculum as well as Second Step and SEL curriculum for Kindergarten through 8th grade. 11/15 students were re-designated during the Spring of 2022 leaving Clay with only 3 students (one moved away) in the EL program and we are currently awaiting the results for 2023.

At the end of the 21-22 school year we responded as a community to the needs of our students, as seen in goals 1 and 2, by providing more praise for good choices and being intentional with our "Pawsitive Picks." We worked together to create a new location for students to earn fun play by demonstrating good choices out on the playground. The students and staff voted on the name of the room which resulted in it being

called the "Cougar Cave" An Amazon wish list was put together and the community responded by sending many cool things to the school like a ping pong table, foosball table, electronic basketball game, magnetic darts, a donated Play Station with racing games and new video chairs, posters to color with brand new pens to name a few things. Two students from each class get drawn to go to the Cougar Cave pending good behavior for the week and they get to invite a friend. During our 2022-2023 survey, the student council reported the Cougar Cave as one of their favorite changes of the year.

Along with the opening of our Cougar Cave to help maintain the current practices in PBIS, we also started Student of the Month to call out and highlight great behavior around our PBIS expectations; P.A.W.S. We brought back assemblies and opportunities to come together as a community again. We wanted the students to know we love them and that their safety, both physical and emotional, is very important to the Clay Community. Again, we want a deeper and wider understanding of the specific needs of our kids so that we can better meet those needs. Based on our LCAP educational partner survey, the over all climate and culture has improved and we are excited about that. 100% of staff, students and parents feel that they are SAFE at Clay School! This is a HUGE win for Clay as we have worked hard to finish the new buildings, add additional lighting around campus, lock blocks on doors, new intercom system for better school wide communication, added gates and supervision, etc. Everyone feels the difference and we celebrate the community effort. In addition to our very favorable survey on safety, other favorable survey areas are: State standards implementation came in at 100%, teachers set high standards 98%, facilities well maintained 100%, students feel encouraged to participate 98%, administration is available to meet 100%, teachers available to meet 98%, office staff helpful 100%, effectively addresses student attendance issues 100%. Answers in favor to: does Clay have or address: alternatives to suspension 100%, health services 98%, racial/ethnic gap 98%, low income 98% and foster homeless 98%.

While the parents are very appreciative of the stream line communication that Parent Square provides with all entities, classrooms, administration, sports, room moms, Parent Club, etc. using the same platform, there were still opportunities to improve in specific communication from the upper grades, specifically 5th - 8th grades. A few comments around improving the spelling and writing of some of our upper grade students as well. Finally, attendance. It was called out in the March PAC meeting that we have a higher number of students absent which will affect our funding and potentially require an increase to our enrollment to make up the funding for the absences. There is once again, still a desire for more rigor, more challenge for our highest performing students as indicated on the survey.

Our student survey given to 5th and 7th graders indicated that 93% are happy to be at school, 88% feel that teachers treat students fairly. 100% reported that they try hard at school and 100% feel that there is a teacher or some other adult who really cares and 98% feel there is a teacher or adult that wants them to do their best. 92% feel the school is usually clean and tidy and 96% feel that students at Clay are motivated to learn. 98% feel connected at Clay. All of these numbers are improvements from previous years. Opportunities for growth remain in the area of kindness towards others with 65% reporting being made fun of or called a name in the last year and 25% report being hit, pushed, shoved or kicked at least once. This 25% represents 12 students/48 from 5th and 7th graders. 7 said 1 time in the year, 3 students 2-3 times and 2 students 4 or more times. Two student responses were 1 known event, others stated the shoves were in basketball games, several mentioned it was kidding around, others couldn't remember the context just that it must have happened at some point. Even though we have added an extra day with a counselor who works with multiple small groups and conflict resolution as well as SEL curriculum being taught in the classrooms, 73% feel that the school helps students solve conflicts with one another. When 6th - 8th were surveyed on name calling and roasting, over 90% of the students suggested we just stop with the teasing and roasting as it doesn't help anyone and is sometimes hurtful and misunderstood. It was refreshing to hear their united voice to just stop teasing others and be kind. Clay School

continues to teach THINK; Think before you speak, is it True, Helpful, Inspiring, Necessary and Kind, but has made efforts to discuss it more frequently.

Our Clay educational partners are very supportive of everything we have done and plan to do with a minimum 90% agreement and many categories in the 100% margins. Through the COVID crisis, we established a very trusting relationship that has continued through a safety crisis and a big building project, Based on survey results, meetings, and conversations, all educational partners have a strong desire to maintain the practices and traditions at Clay Joint Elementary. It is exciting to see that after all of the events during the last 4 years, we have an overwhelming sense of safety and a high level of confidence in the direction Clay is headed. This LCAP will show that a majority of our parents feel connected and are confident in the curriculum and teaching that is happening. We have been through a lot together and have truly become educational partners as we learn to communicate more effectively about expectations and feelings through each hurdle. Our appreciation for the work of each educational partner has only grown through the crisis of the last four years. We often speak of being champions for our kids; "ardently defending" their purpose to the best education possible. The community support from all educational partners has resulted in successful kids and even record-breaking fundraising events sponsored by our parent clubs even into the 2022-2023 school year. As our vision states, "We are one school, one community; exceeding expectations."

After a few years of no or limited opportunities, it was important for Clay to try and re-engage our students in civic engagement across the grade spans and through school-wide systems. Actively involving our school community in service projects sets the stage for positive involvement as citizens. It teaches students not only to receive but to give back to our supportive community. Examples of service include clean campus duty rotated weekly amongst every grade, assisting with lunch service, serving as a book buddy with a younger student, peer tutoring, cross-age tutoring, daily flag display and retirement, daily announcements, food drives, gift drives, and hand-made thank you notes upon receipt of donations. Students in 6th-8th grade have many different leadership opportunities ranging from K5 movie night organization, jog-a-thon leadership, yearbook, and student council to Positive Behavior Interventions & Supports (PBIS) student leadership. We also practice a school-wide Great Kindness Challenge in January culminating with a sock drive where we collected new socks for elderly at a local nursing home and the student leaders delivered them. In addition we were able to bring back several traditions like the Career Day at school for our 4th - 8th grade students and a Kindergarten - 3rd grade visit to our Local Historical Park where the old Clay School is located. Finally, we hosted three different assemblies where we challenged the students to be Champions, invited local Police to share their K9 units with our students and Dairy Council of California with the visit of a jersey cow.

The K-8 staff continues working with the Kennedy Center's Any Given Child arts initiative plan to bring more fine arts to the Clay students. Every spring Clay School Music department holds a Car Show and whole school vocal performance. We continue with a strong drama production annually, this year involving over 1/5 of the entire student body. Visual and performing arts remains a high priority at Clay School.

There is some staff turnover that occurred during the 21-22 school year as well as the 22-23 school year and one position in the 23-24 school year that requires training and support. Most is already planned through contracted services with the Fresno County Superintendent of Schools as we support teachers in integration of subject matter like writing through history to support ELA standards, math support in primary and intermediate grades, reading instruction support for primary grades, and mentoring teachers through their induction and credentialing programs.

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.

Clay JESD/ Clay Elementary School is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The Clay Superintendent presented detailed information to and requested input from the Clay Board of Trustees, certificated, including special education and EL coordinator, and classified staff (no bargaining units), students, SELPA, and PAC (which includes DELAC representatives as we are not required to have an ELAC or DELAC) CSPC (Clay School Parent Club) and other parents/community members at scheduled meetings or with surveys and newsletters. A very healthy circuitous process happens as all educational partners analyze the same data that drives our next steps. The data and suggestions/plans for the next steps are again shared with the parents, board, and students. Feedback is received and returned to the staff where possible modifications are made to the plan and the process repeats. LCAP input was gathered from the public and trustees on the first Tuesday of each month; from Parent-club/community on the second Wednesday of each month; certificated staff every Monday, and All Staff on the last Monday of each month. Surveys were sent out via Google to all parents, board of trustees, staff, and student representatives. Survey Input collected was referenced to establish current LCAP goals. In addition to the meetings listed below, the Superintendent has monthly SELPA meetings where important LCAP information and guidance are given.

August:
Board Meeting August 2
Back to School night, August 10, 2022. Data and facility presentation made by Superintendent and teachers to Educational Partners
22nd Preliminary data was shared with the whole district staff. Staff summarized anticipated wins and growth opportunities for improvement.
PBIS practices and opportunities to improve culture and climate on campus were discussed and plans were made to teach the expectations school-wide the first few days of school.

September
Board Meeting September 6
A Strategic Action Plan with Theories of Action was developed by certificated staff based on the data for instruction in ELA and Mathematics.
Parent Club Meeting, September 13, where Superintendent gave updates on building projects, CAASPP preliminary results, and she explained the importance of attendance and the drastic change in independent study requests from 20-21 to 21-22. Superintendent explained the absences had impact on student success as 1 million instructional minutes were lost.
PAC meeting September 8, 2022
SELPA Meeting September 15, 22, 18 2023

October:
Board Meeting October 4
Superintendent presented attendance data to Clay School Parent Club on October 12. She also reviewed the information in the letter sent home about the impact attendance has on the enrollment. Poor attendance could impact class size.
LCAP goals were shared and reviewed with District staff. Newsletter with academic growth and distance from standard explanation was sent home to all parents, staff, board members, and community members.

In that, Educational Partners were invited to contact the school with any questions or concerns and/or ideas on what they wanted to see at Clay School.
SELPA Meeting October 18, 27 2022

November and December:
Board Meeting November 1st and December 6 and 14th
The Superintendent met with the Parent Club on November 9th where she shared that we were hiring an intervention teacher to help better meet the needs of the students in response to our data and LCAP goals.
The Superintendent shared the Distance From Standard, as provided by Parsec Education, and how Clay actually grew compared to so many. Shared data reviewed from our new dashboard. All of the feedback received was just praise that even through a pandemic Clay made academic progress. This was so encouraging. All feedback received was keep doing what you are doing and keep our kids in school learning. We had one suggestion via email if we had extra money to consider starting an after-school Spanish class.
SELPA Meeting November 10, 17

January:
Board Meeting January 10
Teachers and administration reviewed local assessment data using iReady to measure the progress of our students. We also looked closely at the CAASPP data. This took us back to our Theory of Action where we had to ask the question, "Is what we are doing working?" The same data was shared with the board in the mid-year report. LCAP surveys were distributed and completed by all district staff, certificated, and classified.
Parent Club Meeting on January 11, where Superintendent gave updates on After School Program, discussed attendance, academic behavior discussed needing to change practices limiting the number of redos. Thanked the parents for their continuous support.
SELPA Meeting January 19, 26
PAC Meeting Jan 12 reviewed dashboard data and safety plans

January 30, 2023 CJESD Certificated Staff; Teachers and Administrator Survey
January 30, 2023 CJESD Classified Staff Survey

February 2023
Board Meeting February 7th
Student Surveys went out to all 5th and 7th-grade students on climate and culture
On February 8, Learning Director shared on behalf of the Superintendent information about the LCAP surveys and encouraging participation to express ideas and concerns. She talked about the CAASPP, the extra two days of a Psych for the 23-24 school year, and explained our intervention program.
SELPA Meeting February 16, 23

March 2023
Board Meeting March 7th

Superintendent sent home a letter to all parents on a "state of Clay"
Parent Climate/LCAP Survey sent out
Parent Club Meeting March 10 where Superintendent gave an update on construction, LCAP currently collecting data, after school program and the SEL that Sticks class the staff is taking
Parent Climate/LCAP Survey sent out again
SELPA March 9, 16, 23, 2023
PAC Meeting March 9 LCAP Survey results and goals

April 2023
Board Meeting April 11
Parent Club Meeting on April 12 where Superintendent gave updates on new hire, reviewed LCAP goals and review and the impact of the CAASPP assessment and attendance.
PAC Meeting April 13 Goals and Actions
SELPA Meeting April 20, 27

MAY 2023
Board Meeting May 2nd
Parent Club Meeting on May 10 the Superintendent reminded parents that the LCAP is in its final stages and that they are invited to give any input or ideas. She reminded all that there was a PAC meeting on Monday.
PAC May 16
SELPA May 18, 25

Clay has no bargaining units, but the entire 25-member staff meets once a month, then every Monday we break into groups where the classified meet and certificated meet weekly to discuss different components and contents of the 23-24 LCAP as related to their departments. We presented the draft of the LCAP to the PAC at our May meeting. They had no questions about the LCAP and approved as presented therefore the Superintendent did not need to respond to any questions in writing.
Finally, the LCAP was made available to the public. We held a public hearing on June 6. The public comment period was from May 26th - to June 13th.
The final LCAP, the Local indicators, and the LEA budget were brought to the board meeting and approved by the board on June 13, 2023.

A summary of the feedback provided by specific educational partners.

Feedback from all educational partners; Clay Board of Trustees, certificated staff including special education and EL coordinator, all teachers and administration, and classified staff (no bargaining units), students, SELPA, and PAC (which includes DELAC representatives as we are not required to have an ELAC or DELAC) CSPC (Clay School Parent Club) and other parents/community members has been 100% unanimous to maintain the goals Clay has in place while moving forward with the focus on writing, fluency in reading and math, and maintaining and always improving the climate, culture, and communication. All results were 90% or higher in approval of current practices. In addition, it is encouraged by some of our Clay parents to keep looking for ways to academically challenge our accelerated students. The

entire Clay community continued to express gratitude for the family and community feeling at Clay. ALL educational partners in all surveys gave a 100% rating on feeling safe at Clay School and were complimentary of the wonderful Clay staff and all the work that has been done on campus to add additional lighting, new buildings, new gates, new intercom system and a stronger adult presence. Overall, and at over 90% rates or higher in most cases, the Clay community is highly satisfied with the daily operation and academics offered at Clay and wants to see the high levels of performance and success maintained. Some parents have asked if we could ask families with poor attendance to not return to Clay School. The Superintendent reported that poor attendance is a consideration, but we work closely with families to help them improve as we work with students on a daily basis.

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

Our LCAP development starts with data. In the fall of 2023, Clay certificated staff analyzed the 6-year trend data of the CAASPP scores. The data showed that the distance from standard numbers had been in the decline even though the proficiencies were still helping Clay maintain proficiency or high status in both ELA and Math. Using the Improvement Science method of a Plan - Do - Study - Act cycle, we determined the reason for success and missed opportunities in both ELA and Math that helped develop the next steps. Parents wanted to see more writing and electives for students. Actions were adjusted to reflect the addition of Thinking Maps and we purchased an entrepreneurial curriculum for junior high electives and professional development to support these areas as reflected in goal 3 action 2 and goal 1 action 5. We followed the same process the last two school years using iReady in 2020-2021 and CAASPP scores again in 2021-2022. Strengths determined for ELA were our reading program - targeted instruction, DEN (Differentiated Instruction for Every Need) time which is targeted/protected differentiated time, Thinking Maps and Write from the beginning, Accelerated Reading, continued use of the progress monitoring tools, iReady, Reflex and Frax. We learned through distance learning that the kids really need to know we care before they were ready to jump into learning. We decided collectively, that was one lesson we wanted to carry with us intentionally and live out the saying, "Kids don't care how much you know until they know how much you care." After sharing official data with educational partners as well as all staff, it was a unanimous decision, "Keep doing what you're doing!" but do it better by reaching deeper and wider. The main findings were how to focus on each individual with specific goals, using the monitoring progress of iReady, AR, DRA, ESGI, and teacher-made assessments. We continue to use the dashboard created by PARSEC and now Fresno County Superintendent of Schools with specific data to follow our subgroups more closely. By monitoring individual student data with teacher/student/parent conferences, we will ensure the continued success of our special education students, English learners, low-income students, foster youth, and the various ethnic groups. This Plan-Do-Study-Act was then shared with parent groups, PAC, and our Board of trustees, and sent out in the parent newsletter to inform the parents of our trend data and ideas for maintaining our plan moving forward. 2023 Educational Partner feedback was synonymous with maintaining and refining the goals and actions in place.

Based on our LCAP educational partner survey, the over all climate and culture has improved and we are excited about that. 100% of staff, students and parents feel that they are SAFE at Clay School! This is a HUGE win for Clay as we have worked hard to finish the new buildings, add additional lighting around campus, lock blocks on doors, new intercom system for better school wide communication, added gates and supervision, etc. Everyone feels the difference and we celebrate the community effort. In addition to our very favorable survey on safety, other favorable survey areas are: State standards implementation came in at 100%, teachers set high standards 98%, facilities well maintained 100%, students feel encouraged to participate 98%, administration is available to meet 100%, teachers available to meet 98%,

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While the parents are very appreciative of the stream line communication that Parent Square provides with all entities, classrooms, administration, sports, room moms, Parent Club, etc. using the same platform, there were still opportunities to improve in specific communication from the upper grades, specifically 5th - 8th grades. A few comments around improving the spelling and writing of some of our upper grade students as well. Finally, attendance. It was called out in the March PAC meeting that we have a higher number of students absent which will affect our funding and potentially require an increase to our enrollment to make up the funding for the absences. There is once again, still a desire for more rigor, more challenge for our highest performing students as indicated on the survey.

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Our Clay educational partners are very supportive of everything we have done and plan to do with a minimum 90% agreement and many categories in the 100% margins. Through the COVID crisis, we established a very trusting relationship that has continued through a safety crisis and a big building project, Based on survey results, meetings, and conversations, all educational partners have a strong desire to maintain the practices and traditions at Clay Joint Elementary. It is exciting to see that after all of the events during the last 4 years, we have an overwhelming sense of safety and a high level of confidence in the direction Clay is headed. This LCAP will show that a majority of our parents feel connected and are confident in the curriculum and teaching that is happening. We have been through a lot together and have truly become educational partners as we learn to communicate more effectively about expectations and feelings through each hurdle. Our appreciation for the work of each educational partner has only grown through the crisis of the last four years. We often speak of being champions for our kids; "ardently defending" their purpose to the best education possible. The community support from all educational partners has resulted in successful kids and even record-breaking fundraising events sponsored by our parent clubs even into the 2022-2023 school year. As our vision states, "We are one school, one community; exceeding expectations."

The Clay School Board decided to keep the additional day of Psych services and add a full time intervention teacher for the 23-2024 school year. The Psych will be used to provide more social and emotional support to students primarily dealing with small group role-play scenarios to increase better choices out on the playground. The Physical education teacher who started full time in 2022-2023 but was out for maternity

leave in the fall will be contributing to the electives offered to our 6th - 8th-grade students by providing a beginning sports trainer class in 2023-2024. These decisions were shared with the educational partners and met with much enthusiasm.

There was no request to eliminate any actions and no request to add specific actions.

Goals and Actions

Goal

Goal #	Description
1	Maintain a Culture of high-quality education in an environment designed to increase academic achievement of all students and sub groups and provide them with opportunities to develop their greatest potential.

An explanation of why the LEA has developed this goal.

At Clay, our ALL group outperforms most state schools and represents one of the highest achieving districts in all of Fresno County and in the top 20 of like school districts in California. Our goal is to increase academic achievement of all students. In order to develop their greatest potential we want to focus on the individual growth of each student knowing that if each improves our overall performance and meets and exceeds will also improve. To focus on growth leading towards proficiency Clay School is focusing on the distance from standard model. So, our growth target is still to move all subgroups further positive distance from the standard each year in both subject areas. Although statistically insignificant and unreported, our English Learner, Foster Youth, and Special Education subgroups are underperforming based on local data. However, when compared to other area and state data these same students are performing better than their neighbors. All students will have a broad course of study as measured by teacher schedules. The Clay team will continue to refine research based instructional practices to further close the existing achievement gap and maintain/improve overall student performance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed teachers with no misassignments nor vacancies as measured by SARC review.	2020 - 2021 100% Properly Credentialed with no mis-assignments or vacancies Data Source: SARC review.	100% Properly Credentialed with no mis-assignments or vacancies Data Year 2021-2022 Data Source SARC Review	100% Properly Credentialed with no mis-assignments or vacancies Data Year 2022-2023 Data Source SARC Review		100% Properly Credentialed with no mis-assignments or vacancies Data Source: SARC review
Sufficient core instructional materials as measured by SARC review.	2020-2021 100% Data Source: SARC Review	100% Sufficient Core Materials Data Year: 2021-2022 Data Source: SARC Review	100% Sufficient Core Materials Data Year: 2022-2023 Data Source: SARC Review		100% sufficient instructional materials Data Source: SARC Review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards implemented as measured by State Reflection Tool	2020 - 2021 All state standards are implemented Data Source: State Reflection Tool	All state standards are implemented. Data Year: 2021-2022 Data Source: State reflection tool	All state standards are implemented. Data Year: 2022-2023 Data Source: State reflection tool		Maintain a score of 4.0/5.0 or better Maintain implementation of state standards with sustainability.
State Standardized Assessments as measured by Math CAASPP scores Distance from Standard. Due to COVID there were no CAASPP Assessments administered in 2019-20. Local assessments were used to measure and monitor progress. iReady Diagnostic Assessment MATH	2020-2021 90% of all students make annual growth in iReady 50% of all students meet or exceed grade-level standards by March diagnostic CAASPP Baseline TBD	CAASPP Distance from Standard (DFS)*As calculated by Parsec. Growth All Students grew +6.2 for a +55.8 DFS in math Low Income declined -13.1 with a DFS at +9.3 and 57.1 met or exceeded proficiency. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2020-2021 Data Source CAASPP Scores 90% of ALL students who made annual growth from January to January 86% of Low-Income students who made annual growth from January to January	CAASPP Distance from Standard (DFS)*As calculated by Parsec. Growth All Students declined by -24.4 for a +31.4 DFS and a 64.25% meets or exceeds in math Low Income grew +3.1 with a DFS at +12.4 and 57.78% meets or exceeds proficiency. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2021-2022 Data Source CAASPP Scores		Maintain or grow in distance from standard by -2 to +3 or more for all students on the CAASPP. Maintain or grow in distance from standard by -2 to +3 or more for Low-Income students on the CAASPP. Maintain or improve the 90% of all students who make annual growth on iReady Maintain or improve the 86 % of all LI students who make annual growth on iReady

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year January 2021-January 2022 Data Source iReady Reports *DFS not available in current dashboard	82% of ALL students made growth from Beginning of year to January 77% of Low-Income students who made annual growth from January to January Data Year January 2022-January 2023 Data Source iReady Reports *DFS not available in current dashboard		*Desired outcomes updated to include student groups.
State Standardized Assessments as measured by ELA CAASPP scores Distance from Standard. Due to COVID there were no CAASPP Assessments administered in 2019-20. Local assessments were used to measure and monitor progress. iReady Diagnostic Assessment ELA	2020-2021 90% of all students make annual growth in iReady 50% of all students meet or exceed grade-level standards by March diagnostic CAASPP Baseline TBD	CAASPP Distance from Standard (DFS) *As calculated by Parsec. All students grew +3.9 for a +64 DFS in ELA Low income grew +12.2 with a DFS at +39.6 and 68% met or exceeded proficiency. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2020-2021 Data Source CAASPP Scores	CAASPP Distance from Standard (DFS) *As calculated by Parsec. ALL students declined by -16.6 with a DFS at 47.4 and 69.83% in ELA Low income grew +6.2 with a DFS at 45.8 and 71.11% met or exceeded proficiency.		Maintain or grow in distance from standard by -2 to +3 or more for all students on the CAASPP. Maintain or grow in distance from standard by -2 to +3 or more for Low-Income students on the CAASPP. Maintain or improve the 82% of all students who make

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		82% of ALL students who made annual growth from January to January 78% of Low-Income students who made annual growth from January to January Data Year January 2021-January 2022 Data Source iReady Report *DFS not available in current dashboard	English Learner and foster youth - too few or none to report for CAASPP data Data Year 2021-2022 Data Source CAASPP Scores 88% of ALL students made growth from Beginning of year (BOY) to January 72% of Low-Income students who made annual growth from January to January Data Year January 2022-January 2023 Data Source iReady Report *DFS not available in current dashboard		annual growth on iReady Maintain or improve the 78% of all LI students who make annual growth on iReady *Desired outcomes updated to include student groups.
EL access to state standards/ELD standards by State Reflection Tool	2020 - 2021 All state standards/ELD are implemented Data Source: State Reflection Tool	All State standards/ELD are implemented with sustainability. Data Year 2021-2022 State Reflection Tool	All State standards/ELD are implemented with sustainability. Data Year 2022-2023 State Reflection Tool		Maintain a score of 4.0/5.0 or better Maintain implementation of state standards with sustainability. Data Source: State Reflection Tool

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire fully and appropriately credentialed teachers	Fully and appropriately credentialed teachers will be hired at all levels with monitoring and supervision by site/district administration support as planned by this action.	$1,231,382.00	No
1.2	Intervention/ELD Teacher	According to state CAASPP assessments and ELPAC scores, there is a need to continue to increase the low-income populations' academic achievement as the distance from standard for our overall is +47.4 in ELA but our low income is +45.8. In math, our overall distance from standard is +31.4 and our low income is +12.4. Because our low income out performed the all-student group on the 2022 CAASPP ELA assessment with a 71.11% meets and exceeds and the all-student group was 69.% this is evidence of the fact that our goals and interventions are working. Yet in math there is still a gap with Low Income at 57.58% meets and exceeds whole the ALL group is 64.25%. The Low Income is the only group who grew in their distance from standard in both with a +6.2 in ELA and a +3.1 in Math. Through research and experience, we know that when properly implemented, targeted individualized support in English and math, students have greater access to improving missing skills and can reach current standards, especially when provided by highly effective teachers. To meet this need, we will provide an additional credentialed teacher who will continue to provide specialized direct instructional support to students through individualized and small group remediation and acceleration lessons in ELD and DEN, Clay's intervention program Differentiation for Every Need. As students' reading/math skills are brought closer to grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This action has been implemented since 2015 and has shown a continued increase in statewide CAASPP scores for low-income students and English Learners in both English and math as well as growth on our	$103,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELPAC scores. This action is designed to meet the academic and language needs most associated with low-income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. Our ELD and intervention program, DEN, has proven to be successful based on distance from standard numbers in closing the achievement gap between our English learners and low-income students in comparison to the all-student group. We expect to continue to see growth for our low-income and EL students on ELPAC, CASSPP ELA, and math assessments for low-income students.		
1.3	Reading Intervention Instructional Aides	According to our 2022 CAASPP data, we know that our current programs are working to support growth in ELA as our low-income groups increased in their distance from standard by +6.2 with an over all meets and exceeds of 71.11% HIGHER for the first time than our all-student group at 69.8% meets and exceeds. They also increased in math by +3.1 and 57.5% meets and exceeds just shy of our ALL group at 64.2%. So, while our all group declined in performance, this data indicates that our instruction and intervention is working. We will maintain our intervention for elementary students in the area of reading/literacy foundational skills while also increasing the specific intervention for math during that intervention block. Through research and experience we know that when properly implemented, targeted individualized support for student reading and math skills is an extremely effective approach to meeting this need. To meet this need, Reading Intervention instructional aides, including several bilingual paraprofessionals and an additional certificated, full time teacher will continue to provide specialized direct instructional support to students through individualized and small group remediation and acceleration lessons. As our low-income students reading/literacy skills are brought closer to grade level through small group intensive support, the associated test scores, and student reading and math efficacy increase. This action has been implemented since 2015 and has shown growth in our low-income students every year on either standardized assessments or local assessments when standardized assessments were not available. This action is designed to meet the	$58,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs most associated with the needs of low-income students. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. Our intervention program has proven to be so successful based on distance from standard numbers in closing the achievement gap between our "all-students" and low-income students. We expect to continue to see growth for our low-income students on CASSPP ELA and math assessments.		
1.4	Provide Basic Operating Expenses	To provide the highest quality of services and facilities to all students Clay will hire fully and appropriately credentialed Administration and experienced Management and all central office staff and includes all salaries and benefits of Superintendent, Business Office staff, Site Secretaries, Health office nurse/aides, general office materials, supplies, equipment and central office operating costs.	$626,348.00	No
1.5	Classroom Furniture, Instructional Materials and Services	Provide all furniture, materials and needed services to certificated and classified in support of students achievement, parent support and climate and culture.	$113,605.00	No
1.6	Learning Center - Special Education	Continue to provide Learning Center staff in support of students with disabilities - special education teacher, school psychologist, speech services, and interpreter/translator. Services provided by these staff members include academics, speech, functional life skills, social/emotional support and behavior interventions. Staff will receive on-going professional development on writing IEPs, insure FAPE, legal updates, instructional strategies and updates to the special education data system.	$161,971.00	No

Goal Analysis [2022-23]

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

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

The actions outlined in goal #1 supported and maintained a culture of high-quality education in an environment designed to increase the academic achievement of all students and subgroups and provide them with opportunities to develop their greatest potential. Clay School still ranks #1 in Fresno County even though our all student group declined in proficiency in both ELA and Math. We are confident that our implementations are working as our unduplicated group of low income students actually outperformed our all student group and made progress both in their proficiency as well as positive distance from standard growth in both ELA and Math. The curriculum and training provided to staff continued to support the best practice strategies in the classrooms and we added an additional position in January to provide more support to our personnel with a full time position in intervention. This intervention was not planned but added with additional funding to attend to learning loss.

All 6 actions were carried out as planned in Goal #1. There were no challenges to the actions outlined in goal #1.
1.1 Successes: Fully and appropriately credentialed teachers were hired at all levels with monitoring and supervision by site/district administration support as planned by this action.
Challenges: Although full and/or appropriately credentialed, we had 4 new teachers to their grade level, so we provided much support in different subject areas.

1.2 and 1.3 Successes: We provided an additional credentialed teacher in addition to our instructional aides who will continue to provide specialized direct instructional support to students through individualized and small group remediation and acceleration lessons in ELD and DEN, Clay's intervention program Differentiation for Every Need. Our ELD/intervention teacher and aides, including our bilingual aides, ran a successful intervention and ELD program all year which included regularly scheduled diagnostics and regrouping approximately every 8 weeks to maximize individualized instruction based on need. Our DEN program, differentiating for every need, continues to be the foundation of success at Clay School to best meet the individual needs of not just our English learners, foster youth, and low income, but all students on an LEA-wide basis.
Challenges: None

1.4 Successes: Clay provided the highest quality of services and facilities to all students as Clay maintained fully and appropriately credentialed Administration and experienced Management and all central office staff and includes all salaries and benefits of Superintendent, Business Office staff, Site Secretaries, Health office nurse/aides, general office materials, supplies, equipment and central office operating costs. We did hire a part-time accountant to help with the Esser grant monies and New construction expenditures up to January of 2023 where that CBO retired, the part time accountant took over the CBO FTE and we hired a full time interventionist.
Challenges: None

1.5 Successes: Clay provided all furniture, materials, and needed services to certificated and classified in support of student achievement, parent support, and climate and culture.
Challenges: None

1.6 Successes: This is a continued action, just called out specifically in a new action of it's own for the 23-24 cycle.
Challenges: None

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

Action 2 and 3: The intervention/ELD teacher and Reading Intervention/Instructional Aides costs were more than planned due to raises provided to staff. Original budget was based on the 22-23 salary schedule before a 6% raised was board approved. Actual amounts reflect the raise granted across all positions. In addition, we used Extended Learning monies to provide a certificated, full time intervention teacher to better address our math needs and the needs in Kindergarten starting at the beginning of 2023.

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

The actions outlined in goal #1 supported and maintained a culture of high-quality education in an environment designed to increase the academic achievement of all students and subgroups and provide them with opportunities to develop their greatest potential. All 6 actions were carried out as planned in Goal #1 and highly effective. The actions/services performed in this goal have been effective in raising the distance from standard in math and in English Language Arts for our Low Income subgroup. Our LI group grew +6.2 Distance from Standard in ELA with an overall proficiency of 71.11 outperforming our all subgroup with 69.83%. In math our LI group grew 3.1 Distance from Standard with a proficiency of 57.78% closing the gap to our all group who declined down to 64.25%. During the 22 ELPAC cycle we had 11 out of 15 students reclassify. All of these metrics are evidence of the great work being done and demonstrating that our implementations are effective in closing the achievement gap. Staff attribute this growth to our fidelity to the iReady program, AR, guided reading, and the implementation of Thinking Maps and Write From the Beginning. As of January 2023, local data shows that 91% of our K-3 students are reading at or above grade level. The data demonstrates the effectiveness of our actions in making progress towards ALL students making annual growth. Staff felt that better fidelity to the programs purchased to close the gaps with the assistance of our instructional aides would yield the gains we were looking to obtain. The Classified instructional aides have remained constant and provided intervention support to positively impact the academic growth of our EL, Foster youth, and low-income students and the challenge of learning a second language while learning grade-level standards for our EL student population. As a result of the implemented actions as planned, the district has improved and maintained. Even though we had some decline in some areas, it is important to note when compared to other area and state data these same students are performing better than their neighbors. All students will have a broad course of study as measured by teacher schedules. The Clay team will continue to refine instructional practices to further close the existing achievement gap and maintain/improve overall student performance. Our actions keep us focused on the goals to make continuous growth in all areas, for all students.

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.

All appropriate metrics were adjusted to include Low Income, English Learner, and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. Currently, the DEN/intervention program is focused on reading intervention and literacy support with an increased effort in math. Due to the fact that our Low-Income students surpassed the progress of the all subgroup in ELA and grew closer in math compared to the all student subgroup growth, we will maintain the change in the DEN program to have a day of intervention specifically dedicated to math support which will be provided by the classroom teachers and our newly hired intervention teacher who will be with us the entire year for 23-24, while the ELA intervention support continues with our Aides and intervention staff. We need to maintain the ELA support but show an intentional effort to intervene and provide support in math, especially for student groups who demonstrated a decline in performance. We also learned that the all subgroup likely did not decline academically, but motivationally, so more incentives have been provided to ensure maximum effort on the CAASPP assessment to get true measures of growth.

Based on Educational Partner feedback, Clay will maintain the track that we are on while continuing to beef up opportunities to challenge our highest performing students, and target spelling and writing strategies in the areas needed.

Some metrics in this goal were adjusted to reflect data that was revised by CDE and to maintain consistency in our reporting and tracking.

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	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community educational partners will remain fully engaged as partners in the education of their students.

An explanation of why the LEA has developed this goal.

FIT reports that our buildings are in good condition. The goal to replace the Kindergarten playground has been met. The construction of the west wing project first designed in 2015 has now been completed and the students are housed in new facilities. PBIS interventions have proven successful with the maintenance of 1 or fewer suspensions in previous consecutive years. We've added the title of Learning Director to one of our current teachers as an administrative position to help facilitate a restorative justice component to add to our PBIS system. We want to maintain our suspension rate at or below 2% and maintain or improve student attendance to 98%. Educational partner input desires the maintenance of the safe environment while maintaining social and emotional training for our students with a continued contract for Nurse and Psychology services as well as maintain the partnership with All4Youth and FCSS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained	2020-2021 All (100%) scored "good" or higher Data Source: FIT	Good FIT rating Data Year 2021-2022 Data Source FIT Report	Good FIT rating Data Year 2022-2023 Data Source FIT Report		Maintain "good" or higher Data Source FIT Report
Suspension Rate	2020-2021 Students 0% Data Source: AERIES SIS	10 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group)	0 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group)		Maintain 0% Data Source: AERIES SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EL (data suppressed due to fewer than ten members of the student group) Data Year 2021-2022 Data Source: AERIES SIS	EL (data suppressed due to fewer than ten members of the student group) Data Year 2022-2023 Data Source: AERIES SIS		
Expulsion Rate	2020-2021 All students 0% Data Source: AERIES SIS	All students 0% Data Year 2021-2022 Data Source: AERIES SIS	All students 0% Data Year 2022-2023 Data Source: AERIES SIS		Maintain 0% Data Source: AERIES SIS
School Climate Survey % responses high levels for overall school connectedness. % responses feel very safe at school	2020-2021 Grade 5 - 100% Grade 7 - 83% Grade 5 - 95% Grade 7 - 79%	Grade 5 - 77% Grade 7/8- 96% Grade 5 - 96% Grade 7/8- 81.9% (16.4% didn't agree or disagree) Data Year 2021-2022 Data Source: Healthy Kids and Local Survey parents (over 92%) and teachers (100%) for both measures	Grade 5 - 97% Grade 7- 100% Grade 5 - 100% of those who responded Grade 7- 100% of those who responded Data Year 2022-2023 Data Source: Local Survey Parents (100%) and staff (100%) for both measures		Maintain Students: Grade 5 - 80% or better Grade 7 - 80% or better Grade 5 - 80% or better Grade 7 - 80% or better Parents: - 80% or better Teachers - 80% or better
Attendance Rate	2020-2021 98% Data Source: AERIES P:2	96.39% Data Year 2021-2022 Data Source: AERIES P:2	97.27% Data Year 2022-2023 Data Source: AERIES P:2		Maintain 98% or higher Data Source: AERIES P:2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism as measured by % students with 10% or more absenteeism (includes excused & unexcused absences)	2019-2020 1.6% Data Source Dataquest	ALL 0.9% LI 2.8% FY (data suppressed due to fewer than ten members of the student group) EL 0,0% Data Year 2020-2021 Data Source Dataquest	ALL 3.1% LI 4.5% FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group) Data Year 2021-2022 Data Source Dataquest		Maintain 2% or lower Data Source Dataquest
Middle School Dropout Rate	2020-2021 0% Data Source: AERIES SIS	0% Data Year 2021-2022 Data Source: AERIES SIS	0% Data Year 2022-2023 Data Source: AERIES SIS		Maintain 0% Data Source: AERIES SIS
Seek parent input & promote parental participation in programs for. unduplicated students and students with exceptional needs	2020-2021 78% of all parents participate in 3 school events; Back to School, Conferences and Open House. Data Source: Event sign in Sheets	94% Data Year 2021-2022 Data Source: Event sign in Sheets	93% Data Year 2022-2023 Data Source: Event sign in Sheets		Maintain or increase by 1%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transportation	To ensure student engagement in a rural school home to school transportation is required.	$141,010.00	No
2.2	Safe Environment and Facilities	To maintain a safe environment facilities and grounds must be well maintained. Collect maximum Developer Fees.	$257,293.00	No
2.3	Academic and Behavioral Support Staff	An analysis of our metrics reveals that the chronic absenteeism rate is the highest it's ever been and higher for our Low-Income student population than for "all students." In addition, dashboard data for our Low-Income students reveals a significant increase in suspensions during the 2021-2022 school year compared to all previous years. Based on a local needs assessment, we know that our Low-Income students experienced stresses resulting from COVID lockdowns and restrictions and lacked access to social/emotional resources outside of the school environment. In the LEA's experience, additional attention and focus on meeting the underlying root causes of these needs will increase our Low-Income students' ability to become more appropriately engaged in the academic and social aspects of school. However, according to local data for the 2022-2023 school year, suspensions are 0%. Therefore it was a collective decision to keep this goal in place. To address these needs and maintain an orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential, the district will provide a Learning Director position with oversight of PBIS and restorative justice, Curriculum, Intervention, assessment and will have oversight of Multi-Tiered Systems of Support (MTSS) including the training and implementation of our new SEL curriculum, as well as the retention of a nurse and additional support by a psychologist to provide academic and behavioral support of these student groups who are most at risk. These additional staff will engage in intensive problem-solving, data evaluation, additional communication and collaboration, capacity building, and leadership to support Tier 1 & 2 student needs. School psychologists will actively	$31,973.00	Yes

Action #	Title	Description	Total Funds	Contributing
		advocate for and participate in implementing MTSS in the schools to facilitate the selection of evidence-based curriculum and intervention and progress monitoring tools and support fidelity of implementation serving students. Added nurse support will provide heightened support services by ensuring that basic needs for ELs and low-income students are met. This refers to the most essential resources required to thrive as a student, including safety, food, housing, and overall wellness Local data shows that in order for EL and low-income students to be active and engaged learners, it is essential that their basic needs are met. To better support the root causes of chronic absenteeism and high suspension rates, this same team will monitor attendance with the attendance clerk and administrator and coordinate parent involvement events with a focus on support for the families of our Low-Income students. We expect these students' socio-emotional, academic, and behavioral skills will continue to improve as we provide deliberate multi-tiers of support that focus on teaching and promoting positive behaviors and providing students with tools and practices for responding to stress. The expectation is that overall student health and well-being will increase and open up more opportunities to focus on learning and appropriate socializing. The program is designed to primarily meet the needs most associated with the stresses and experiences of our low-income students; however, because all students dealing with stresses from the pandemic will benefit, this action is provided on an LEA-wide basis. This action has been implemented since 2015, with successful outcomes. We will maintain this action as we anticipate getting back to and maintaining lower suspension and chronic absenteeism rates for our Low-Income students. *Additional costs of this action are embedded with Goal 1 Action 1.		

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.

The actions outlined in goal 2 supported the progress that all students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students. All planned actions were implemented. Our transportation was maintained for safe and sufficient transportation throughout the year and even to Los Angeles and the Sierra Nevadas all field trips. Clay School finally completed the long awaited building project started in 2015 and students are now housed in brand new classrooms in grades 4th - 8th grades as well as a brand new Learning Center with new furniture for all these spaces coming for the 2023-2024 school year. In addition, we have added gates, fences and a new south entrance so that our school is now more secure and offers a one entry to our school through the office and signing in. Our climate and culture has vastly improved by multiple means. Our Learning Director facilitated many Student Success Team (SSTs) meetings to meet the specific behavioral and academic needs of referred students by parents or staff. Our school Psychologist had regular leadership meetings with targeted grade levels to address communication styles, conflict resolution and how to be a leader. The staff made an intentional effort to reward more positive behavior with "Pawsitive Picks" - a school wide initiative as well as creating, building, and implementing the new "Cougar Cave" to campus which is an incentive room earned during one recess a week. Consequently, our suspensions have gone from 10 to 0 and the over all feeling of connectedness and safety on campus is at an all time high as seen in the data from all educational partners.

Action 2.1
Successes: All in-district students were provided excellent/safe transportation to and from school. Local and long-distance field trips were provided by our drivers in our buses. District breakfast and lunches were collected daily from Selma USD per our contract. 2022-23 Local Control Accountability Plan for Clay Joint Elementary School District.
Challenges: None

Action 2.2
Successes: The BIGGEST Success here is the completion of our long awaited West Wing project providing brand new facilities for our 4th - 8th grade students and our Learning Center. We were tremendously successful in moving forward with safety and facilities during the 2022-2023 school year receiving 100% satisfaction and safety reviews by all educational partners. We were able to add LOCKED fencing to the entire perimeter of the school, and finishing construction to add an additional door to the front office creating a one entry point to enter the school campus. Again, we successfully trimmed back and removed failing trees and replaced them with new trees. With the help of the Clay School Parent Club, Clay Foundation, and Tri-County Health Grant, we were able to add a shade structure to our K-8 playground and extend the cement and fencing to enlarge the Kindergarten playground.
Challenges: In a small school district such as Clay the Superintendent and Director of Maintenance were responsible for all building and construction oversight absorbing mass amounts of time away from other components of their job responsibilities. Other challenges were just the normal challenges that come with construction.

Action 2.3
Successes: With the teaching of our PBIS expectations, lots of counseling, and parent meetings with new interventions, we saw a dramatic increase in positive behaviors during the 2022-2023 school year. Our PBIS program has taken a deeper dive into the intentionality of praising all students on campus with our PAWSitive Picks handed out daily by all staff to deserving students. This has made a tremendous positive impact on the culture and climate of the school after a rough start to our school year in 2021-2022. The biggest success this year according to our Student Council representative was the addition of the Cougar Cave which is a reward location for students to attend during their recess time. They earn time in Cougar Cave for good behavior out on the yard during recess and PE. Parent participation is over 93% and 100% for conferences. Parents are eager to be a part of on-campus events again and their attendance shows that commitment.
Challenges: Although improved from 21-22, absenteeism is still a problem. While we are usually in the range of 98% attendance, we are down by 2%. Independent Study continues to be a year-long burden on all of our staff. We have more chronic absenteeism as well. We worked with Child Welfare Services, All 4 Youth services,
and Tulare and Fresno County resources to best meet the needs of these students and families as well as just continued communication on the importance of regular attendance.

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.

There are material differences for this goal in action 2.3. All staff received a 6% salary increase for the 2022-2023 school year. General increases to the cost of benefits and retirement contributions were additional factors increasing expenses at Clay. Maintaining competitive salary is necessary to maintaining and attracting quality employees.

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

The actions outlined in goal 2 supported the progress that all students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students.

2.1 Our transportation was effective in providing excellent/safe transportation to and from school. Local and long-distance field trips were provided by our drivers in our buses. District breakfasts and lunches were collected daily from Selma USD per our contract.

2.2 was highly effective as demonstrated by our Facilities Inspection Tool rating of good. With the new facilities being completed in February of 2023 and the south entrance completed January of 2023, our actions of implementation were finally seen through to completion. In addition, we used the grants and parent fundraisers to finalize the improvements and update our primary playground and completely replace the kindergarten playground.

2.3 Although our suspensions and chronic absenteeism has improved during the 2022 - 2023 school year due to increased communication and higher expectations we will need to maintain these practices to make additional progress. Being that our chronic absenteeism and suspension rates have drastically improved, we know our actions are appropriate.

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.

All appropriate metrics were adjusted to include Low Income, English Learner, and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. We are not making any changes to the planned goal, metrics, desired outcomes or actions for the coming year in goal 2 other than maintaining the increase in our Pysch services from 1 day to 2 days to offer more support to our students. We will continue with the positive reinforcement, counseling groups, and check in's that we implemented in 21-22 and maintained through out 22-23. We will have follow up SST meetings to check in with parents and students on the progress being made.

Some metrics in this goal were adjusted to reflect data that was revised by CDE and to maintain consistency in our reporting and tracking.

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	Students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards.

An explanation of why the LEA has developed this goal.

An achievement gap exists between the All Student group and the three subgroups: English Learner, low-income, foster youth, and our non-white student group. Local data is collected on English Learners as CJESD does not have enough EL enrollment to be reported to the state. Local data will be used to monitor progress and EL reclassification rates because the subgroup is statistically insignificant. Classroom observations and data collection indicate ongoing professional learning around common core standards would benefit staff and students. Professional learning is valued. Staff model life-long learning. Work to expand the collective staff interest to reflect and discuss obstacles collaboratively.

Clay Joint Elementary is in its 4th year or more of all adoptions. The state-adopted core curriculum is fully integrated into our daily use and will continue to work towards sustainability as we train new staff in the established curriculum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner annual growth as measured by local ELPAC annual growth data. EL numbers are too small at CJESD to be reported by CDE.	2018-2019 With less than 10 students reporting 33% met their annual growth as measured by local ELPAC growth data.	82% showed growth Data Year 2021-2022 Data Source ELPAC Score Report	The EL group is too small to report growth<10 Data Year 2022-2023 Data Source ELPAC Score Report		32% or higher
Academic targets for K8 students in the	2020-2021 Science 99%	98% for Science	99% for Science		Maintain Science 95% or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subjects of science and social studies meet or exceed an end of year classroom grade of "C" or better from 80% or more of all students because these broad courses are not measured by state-wide assessments.	Social Studies 97%	97% for Social Studies Data Year 2021-2022 Data Source Local Data	97.5% for Social Studies Data Year 2022-2023 Data Source Local Data		Social Studies 95% or better
Access to a broad course of study as measured by review of teacher and/or master schedules.	2020-2021 100% access to a broad course of study at CJESD	100% Access Data Year 2021-2022 Data Source State Reflection Tool	100% Access Data Year 2022-2023 Data Source State Reflection Tool		Maintain 100% access
Progress monitor subgroups across the broad subjects using standard aligned teacher made and/or local measures to include i-Ready.	2020-2021 75% met proficiency across the broad subjects and i-Ready.	All students 67% proficient in iReady Reading All students 75% proficient in iReady Math EL students 36% proficient in iReady Reading EL students 55% proficient in iReady Math Low Income 65% proficient in iReady Reading	All students 67% proficient in iReady Reading All students 71% proficient in iReady Math EL students group is too small to report growth<10 EL students group is too small to report growth<10 Low Income 57% proficient in iReady Reading		Each subgroup will show a 3% increase from Year 1 Outcome.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income 68% proficient in iReady Math Data Year 2021-2022 Data Source Local iReady Data from Parsec	Low Income 62% proficient in iReady Math Data Year 2022-2023 Data Source Local iReady Data from Parsec		
EL Reclassification Rate	2019-2020 21.4% Data Source: DataQuest	2020-2021 5.6% Data Source: DataQuest	2021-2022 56% Data Source: DataQuest		6% Data Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Library Media and VAPA Services	The district will provide Library Media and VAPA Services and instructional materials and supplies to include Math, ELA, NGSS, and VAPA for students that provide students the opportunity to use technology and access to expanded resources through the internet.	$80,715.00	No
3.2	Professional Learning and Development	Based on a local needs assessment, our Low-Income students need the most access to differentiated instruction in core content areas to support closing achievement gaps on the CAASPP as the distance from standard. This year, they were the only group that made positive growth by growing + 6.2 in ELA and +3.1 in Math while our all student group declined - 16.6 distance from standard points in ELA and declined -24.4 in math. Research and experience have shown that teachers who receive intentional and targeted professional development have improved instructional strategies for differentiation. Therefore, staff will engage in professional learning opportunities to develop new instructional strategies and supplemental instructional	$11,846.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials that are effective in meeting the unique needs of our low-income students. These additional learning opportunities for teachers include providing teachers with strategies for supporting language in the classroom, scaffolding writing instruction, and literacy across content areas. As educators continue to develop their differentiation skills to personalize pacing, content, and assessments based on the individual needs of the learner, students will have greater access to content which will help close learning gaps in the distance from standard and improve achievement. This action is designed to meet the academic needs most associated with our low-income students, however, because we know that all students struggling academically will benefit this action is provided on an LEA-wide basis. Since the inception of this action in 2015, Clay Elementary has seen an increase in student academic achievement on the CAASPP consistently. It is anticipated that this growth for low-income students will continue by maintaining this action.		

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.

The actions outlined in Goal 3 supported the progress that all students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards. This year, the low income group was the only group that made positive growth by growing + 6.2 distance from standard in ELA and +3.1 distance from standard in Math while our all student group declined - 16.6 distance from standard points in ELA and declined -24.4 in math. We know that the training and focus on writing and Hattie's visible learning is making a difference as the data indicates are low income students made great growth. We believe our all student group who declined just don't understand the team effort in Distance from Standard. So, we added training on distance from standards to all students and parents that came to the assembly in hopes that we can increase buy in to taking the assessment seriously for increased performance of our already proficient students. We continue to ask the staff where they would like training for the upcoming year and continue to offer training to our new staff. Our VAPA program continues to get back on track after COVID. Our students returned again to music festival and our beginning band is strong. Our arts program continues with a focus on Any Given Child requirements.

3.1 Successes: The district provided Library Media and VAPA Services and instructional materials and supplies to include Math, ELA, NGSS, and VAPA for students that provide students the opportunity to use technology and access to expanded resources through the internet.

Challenges none

3.2 Success: Clay staff engaged in professional learning opportunities to develop new instructional strategies and supplemental instructional materials that were effective in meeting the unique needs of our low-income students and all students. These additional learning opportunities for teachers included providing teachers with strategies for supporting language in the classroom, scaffolding writing instruction, and literacy across content areas. Amplify/CKLA curriculum was fully implemented K-8 for ELA/ELD. SEL that Sticks training was provided for all staff by Fresno County Superintendent of Schools. In addition, targeted PD was provided for teachers in new assignments. The PD was in ELA, Math and History SS. All English Learners received integrated English Language Development (ELD) with Tier 2-3 support from an ELD pull-out teacher who front-loaded the curriculum. Other standards were met via continuing curriculum: Social Studies via Studies Weekly, Science via Amplify, Math via Eureka Math. Visual and Performing Arts were integrated and Physical Education was taught K-8. Professional Development and planning days were conducted for Thinking Maps and Hattie's Visible learning specifically on Success Criteria.
Challenges: Independent Study was a huge challenge again this year in dealing with all the absences. Not only were students missing direct instruction in the classroom setting, but this became a challenge to the staff in preparing and organizing the Independent Study paperwork instead of meaningful preparation for the next day's instruction.

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.

No material differences.

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

The actions/services (3.1 & 3.2) performed under this goal were effective as exemplified by the development of the English Learners and Low-Income student groups' development of relevant academic language and experiences across broad subjects as measured by lesson plans, administrative evaluations, and student progress/grades and CAASPP scores. 55% of EL students at Clay were Reclassified to Fluent in the spring of 2022 leaving only 4 EL students for 2022-2023. The ELD teacher utilized the ELD components of the Amplify/CKLA curriculum to front-load academic language. Student growth in the demonstration of understanding standards through written expression is based on the effective implementation of writing training in Thinking Maps professional development for the last two years and scheduled to carry on for one more year as well. Based on our local assessment data as of May 2023 our iReady data shows that 71% of ALL students K-8 are on or above grade level in Math and 67% of ALL students K-8 are on grade level or above in ELA. In January of 2023 91% of our K-3 students were at or above grade level in reading.

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.

In 2023 we will start with a new teacher in 7th and 8th grade ELA and History so the PD will be repeated for that position as well as 6th grade as that is still a newer teacher. Staff has requested vertical alignment in math, specifically in vocabulary and strategies used to teach that they might be similar from year to year.
Some metrics in this goal were adjusted to reflect data that was revised by CDE and to maintain consistency in our reporting and tracking.

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)
107,338	0.00

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
4.29%	0.00%	$0.00	4.29%

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.

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) is contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and is effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by:

(1) Identifying it as a contributing action,

(2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and

(3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs.

This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

1.2: Intervention/ELD Teacher: our LEA's experience indicates that implementing this action for the prior years has resulted in high levels of our Low-Income and English Learner student performance in ELA and Math in CAASPP and iReady state and local assessments., despite challenges introduced by the pandemic. An alternative considered was to add additional intervention time to the schedule for our core teachers. However, that would have interrupted access to the delivery of the core subjects. It was decided best to hire an additional intervention teacher to best support the needs of our Low-Income and English Learner students.

1.3: Reading Intervention Instructional Aides: our LEA's experience indicates that implementing this action for the prior years has resulted in high levels of our Low-Income student performance in ELA and Math in CAASPP and iReady state and local assessments., despite challenges introduced by the pandemic. An alternative considered was to add additional reading intervention time to the schedule for our core teachers and staff. However, that would have interrupted access to the delivery of the core subjects. It was decided best to hire additional reading intervention instructional aides to best support the needs of our Low-Income students.

2.3: Academic and Behavioral Support Staff: our LEA's experience indicates that implementing this action in the prior years has traditionally resulted in lower levels of our Low-Income students' chronic absenteeism and suspension rates. An alternative considered was to contract with an outside vendor for social/emotional support for our students. However, the Clay community is tightly-knit, and LEA staff have close, supportive relationships with our students and families. It was decided to hire additional LEA staff to best support the social/emotional needs of our Low-Income students.

3.2: Professional Learning and Development: our LEA's experience indicates that implementing this action in the prior years has resulted in high levels of our Low-Income student performance in ELA and Math in CAASPP assessments, despite challenges introduced by the pandemic. An alternative considered was to provide additional teacher preparation time. However, this was deemed insufficient in addressing the unique needs of our Low-Income students and would have taken away from core instructional time. It was decided best to provide dedicated professional development to best support the unique needs of our Low-Income students.

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase/improve services as described for our LEA-wide and school-wide services in prompt one.

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.

We did not receive additional concentration funds

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	N/A

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 certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,515,846.00	$191,368.00		$110,783.00	$2,817,997.00	$2,301,769.00	$516,228.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Hire fully and appropriately credentialed teachers	All	$1,231,382.00				$1,231,382.00
1	1.2	Intervention/ELD Teacher	English Learners Low Income	$82,605.00	$1,376.00		$19,582.00	$103,563.00
1	1.3	Reading Intervention Instructional Aides	English Learners Low Income	$31,089.00			$27,202.00	$58,291.00
1	1.4	Provide Basic Operating Expenses	All	$626,348.00				$626,348.00
1	1.5	Classroom Furniture, Instructional Materials and Services	All	$78,146.00	$35,021.00		$438.00	$113,605.00
1	1.6	Learning Center - Special Education	Students with Disabilities		$131,794.00		$30,177.00	$161,971.00
2	2.1	Transportation	All	$141,010.00				$141,010.00
2	2.2	Safe Environment and Facilities	All	$257,293.00				$257,293.00
2	2.3	Academic and Behavioral Support Staff	English Learners Foster Youth Low Income	$31,973.00				$31,973.00
3	3.1	Library Media and VAPA Services	All	$27,000.00	$23,177.00		$30,538.00	$80,715.00
3	3.2	Professional Learning and Development	English Learners Foster Youth Low Income	$9,000.00			$2,846.00	$11,846.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,503,220	107,338	4.29%	0.00%	4.29%	$154,667.00	0.00%	6.18 %	**Total:**	$154,667.00
								LEA-wide Total:	$154,667.00
								Limited Total:	$0.00
								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	1.2	Intervention/ELD Teacher	Yes	LEA-wide	English Learners Low Income	All Schools	$82,605.00	
1	1.3	Reading Intervention Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	$31,089.00	
2	2.3	Academic and Behavioral Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,973.00	
3	3.2	Professional Learning and Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,665,707.00	$2,800,663.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Hire fully and appropriately credentialed teachers	No	$1,251,598.00	1,278,406
1	1.2	Intervention/ELD Teacher	Yes	$114,604.00	130,724
1	1.3	Reading Intervention Instructional Aides	Yes	$52,763.00	55,854
1	1.4	Provide Basic Operating Expenses	No	$599,667.00	638,809
1	1.5	Classroom Furniture, Instructional Materials and Services	No	$80,257.00	78,636
2	2.1	Transportation	No	$121,940.00	128,699
2	2.2	Safe Environment and Facilities	No	$245,216.00	287,486
2	2.3	Academic and Behavioral Support Staff	Yes	$103,982.00	105,211
3	3.1	Library Media and VAPA Services	No	$86,680.00	87,838
3	3.2	Professional Learning and Development	Yes	$9,000.00	9,000

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)

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)
$96,965	$155,256.00	$300,789.00	($145,533.00)	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	1.2	Intervention/ELD Teacher	Yes	$82,582.00	130,724		
1	1.3	Reading Intervention Instructional Aides	Yes	$28,138.00	55,854		
2	2.3	Academic and Behavioral Support Staff	Yes	$35,536.00	105,211		
3	3.2	Professional Learning and Development	Yes	$9,000.00	9,000		

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)
2,332,006	$96,965	0.00%	4.16%	$300,789.00	0.00%	12.90%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o   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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 %)

  o 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)

  o 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)

  o 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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