

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mendota Unified School District

CDS Code: 10-75127

School Year: 2021-22

LEA contact information:

Jose M. Ochoa

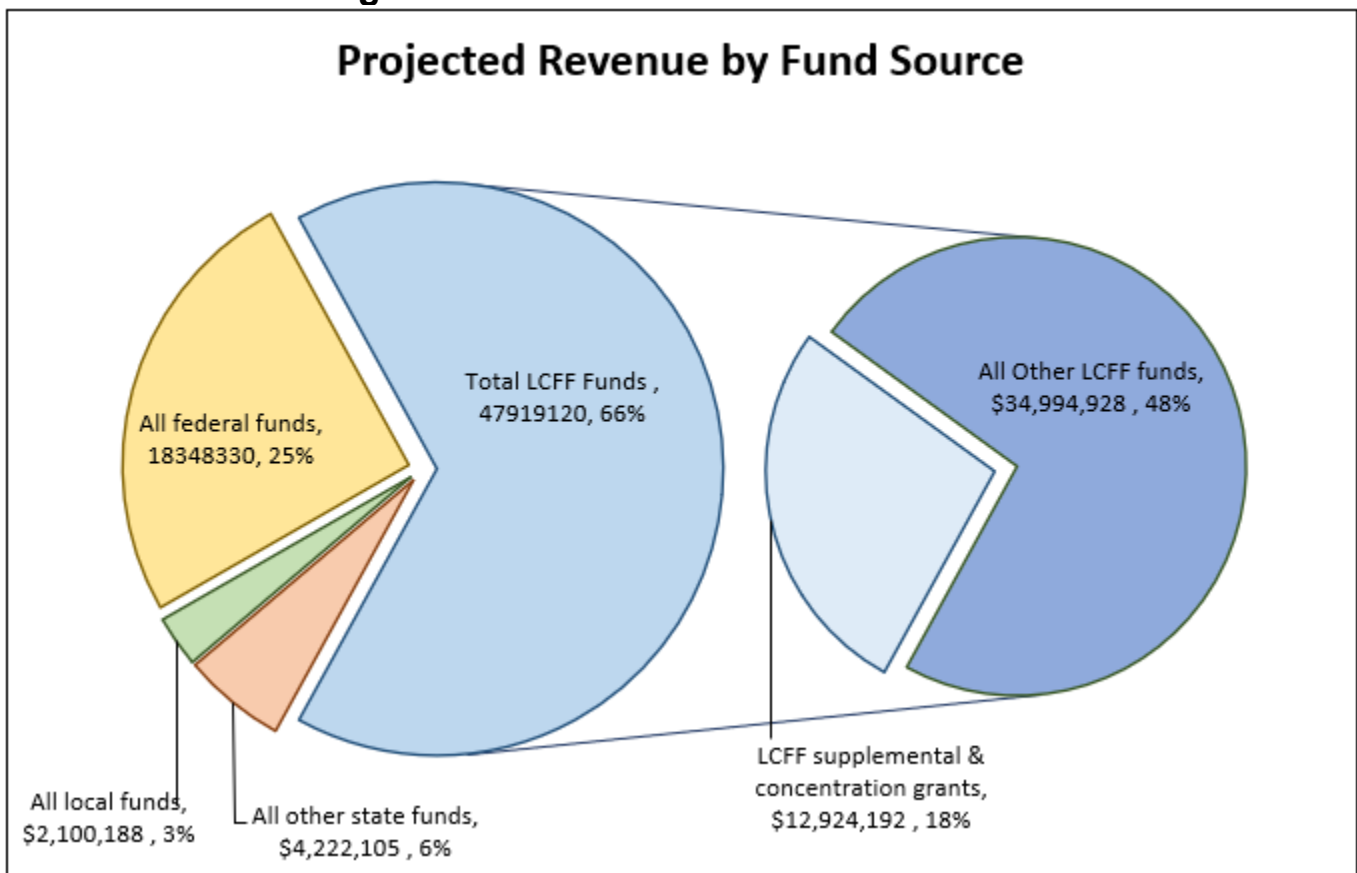
Director of State & Federal Programs

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(559) 655-2503

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

Budget Overview for the 2021-22 School Year

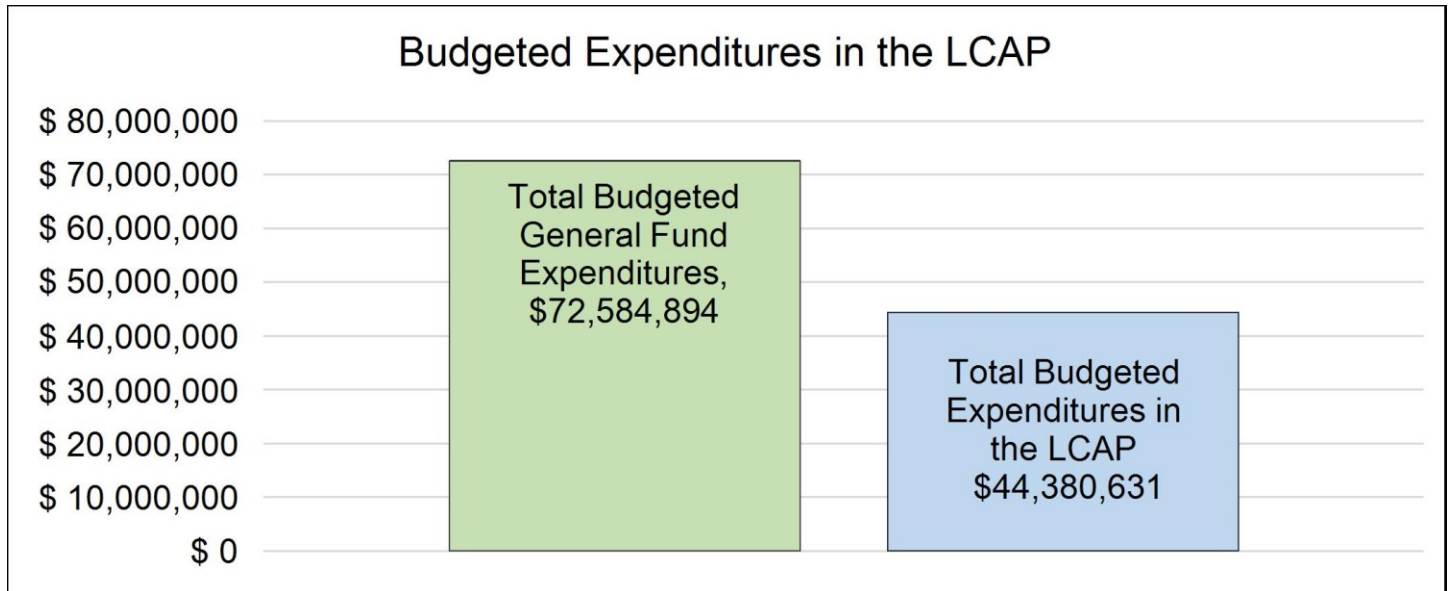


This chart shows the total general purpose revenue Mendota Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Mendota Unified School District is \$72,589,743, of which \$47,919,120 is Local Control Funding Formula (LCFF), \$4,222,105 is other state funds, \$2,100,188 is local funds, and \$18,348,330 is federal funds. Of the \$47,919,120 in LCFF Funds, \$12,924,192 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Mendota Unified School District plans to spend \$72,584,894 for the 2021-22 school year. Of that amount, \$44,380,631 is tied to actions/services in the LCAP and \$28,204,263 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

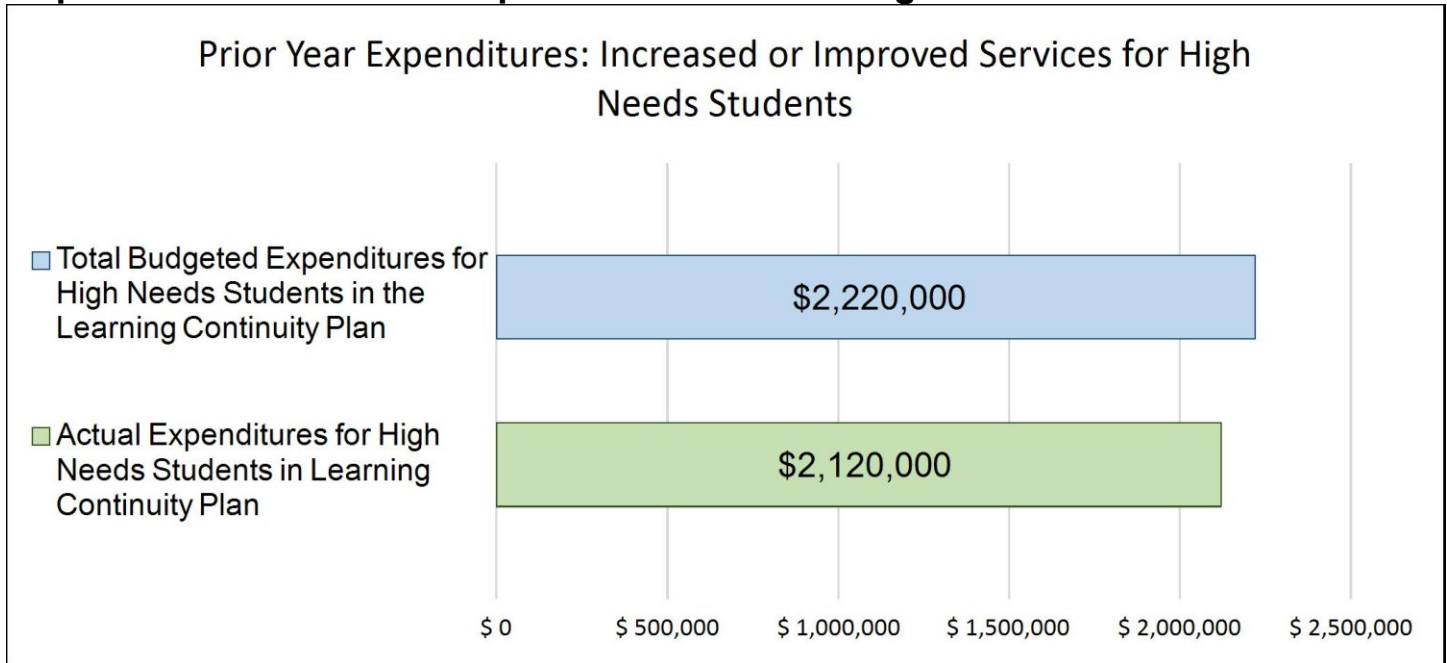
In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including but not limited to learning facilitators, administrators, administrative staff, maintenance and operations staff, legal fees, utilities, property insurance and activities.

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

In 2021-22, Mendota Unified School District is projecting it will receive \$12,924,192 based on the enrollment of foster youth, English learner, and low-income students. Mendota Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mendota Unified School District plans to spend \$12,924,192 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Mendota Unified School District's Learning Continuity Plan budgeted \$2,220,000 for planned actions to increase or improve services for high needs students. Mendota Unified School District actually spent \$2,120,000 for actions to increase or improve services for high needs students in 2020-21.

Actual expenditures were less than the total budgeted due to the fact that the district was planning to bring back students to campuses or at the very least offer a hybrid model of instruction. This never occurred and students remained on a distance learning model for more than half of the school year. Therefore, actions related to students returning to campuses were not completed executed as planned. In person instruction is best for all students especially for high needs students and not having them on campuses affected them academically. Moving forward, the district will look to execute actions that will help mitigate the learning loss and bridge academic gaps for our high needs students.



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

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

LEA Name	Contact Name and Title	Email and Phone
Mendota Unified School District	Jose M. Ochoa Director of State & Federal Programs	projects@mendotaschools.org (559) 655-2503

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

Goal 1

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator For all students and all subgroups - Provide sufficient core materials as measured by annual board resolution of "sufficiency of instructional materials".</p> <p>19-20 100% sufficient instructional materials</p> <p>Baseline 2016/17 School Board adoption of "sufficiency of instructional materials" resolution.</p>	<p>100% sufficient instructional materials - MET</p>
<p>Metric/Indicator For all students and all subgroups -</p>	<p>Average score of 4.8 - MET</p>

Expected	Actual
<p>State Standards implemented as measured by State Reflection Tool.</p> <p>19-20 Average score of 3.6 or higher</p> <p>Baseline Average score of 3.3</p> <p>Metric/Indicator For all students and all subgroups -</p> <p>EL access to state standards & ELD standards as measured by State Reflection Tool.</p> <p>19-20 Average score of 3.6 or higher</p> <p>Baseline Average score of 3.3</p> <p>Metric/Indicator Statewide Assessments (ELA, Math, & Science) for all including all subgroups - 2% increase in progress towards meeting standards.</p> <p>19-20 ELA = 38.55% Math = 26.15% Science = 32.5% ELA and Math adjusted based on last year's results.</p> <p>Baseline ELA = 34% Math = 21% Science = 26.5%</p>	<p>Average score of 4.8 - MET</p> <p>ELA = 41.5% - MET Math = 29.35% - MET Science = 15.76 - NOT MET</p>

Expected	Actual
<p>Metric/Indicator EL Progress as measured by the state indicator on the California School Dashboard - 5% increase</p> <p>19-20 82.7%</p> <p>Baseline 67.7%</p> <p>Metric/Indicator EL Reclassification - 2% increase</p> <p>19-20 11.1%</p> <p>Baseline 5.1%</p>	<p>51.5% - NOT MET</p> <p>12.8% - MET</p>
<p>Metric/Indicator High School Graduation - 2% increase</p> <p>19-20 74.2% Adjusted based on last year's results.</p> <p>Baseline 85%</p> <p>Metric/Indicator EAP ready rates - 3% increase</p> <p>19-20 ELA = 18% Math = 7.57% Math adjusted based on last year's results.</p> <p>Baseline ELA = 9% Math = 3%</p>	<p>74.3% - MET</p> <p>ELA = 12.7% - NOT MET Math = 3.91% - NOT MET</p>

Expected	Actual
<p>Metric/Indicator A-G completion - 3% increase</p> <p>19-20 30.8% Adjusted based on last year's results.</p> <p>Baseline 25%</p>	<p>32.3% - MET</p>
<p>Metric/Indicator AP passing & enrollment - 2% increase</p> <p>19-20 Enrollment = 15.6% Passing = 26.29% Passing rate adjusted based last year's results.</p> <p>Baseline Enrollment =9.6% Passing = 33%</p>	<p>Enrollment = 17.8% - MET Passing = 48.9% - MET</p>
<p>Metric/Indicator Other outcomes - Literacy Assessments 2% increase</p> <p>19-20 7th grade History = 55.95% 7th grade Science = 70.62% 8th grade History = 21.61% 8th grade Science = 35.05%</p> <p>Baseline 7th grade History = 49.95% 7th grade Science = 64.62% 8th grade History = 15.61% 8th grade Science = 29.05%</p>	<p>7th grade History = 56.3% - MET 7th grade Science = 31.1% - NOT MET 8th grade History = 38.7% - MET 8th grade Science = 38.9% - MET</p>

Expected	Actual
<p>Metric/Indicator Other outcomes - PFT-Aerobic Capacity 1% decrease of the "Needs Improvement/Health Risk" category</p> <p>19-20 5th grade = 6.7% 7th grade = 18.5% 9th grade = 19.7%</p> <p>Baseline 5th grade = 9.7% 7th grade = 21.5% 9th grade = 22.7%</p>	<p>5th grade = 18.4% - NOT MET 7th grade = 34.7% - NOT MET 9th grade = 25.7% - NOT MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide standards aligned curriculum in the core content areas including Special Education and Pre-K for improvement of academic achievement of all students; update, replace, or replenish curriculum, curriculum resources and other core related instructional materials.</p>	<p>4000-4999: Books And Supplies LCFF \$926,100</p>	<p>4000-4999: Books And Supplies LCFF \$926,100</p>
<p>Continue to monitor progress of all students and subgroups via benchmarks and data disaggregation programs. Continue to improve on the technology infrastructure for the constantly updating and changing technology that will provide the support for academic progress and on-going analysis of student performance data. Maintain an up to date student information system and up to date data (foundation for PLC's).</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$34,729 4000-4999: Books And Supplies LCFF \$11,576 5000-5999: Services And Other Operating Expenditures LCFF \$347,247</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$34,729 4000-4999: Books And Supplies LCFF \$11,576 5000-5999: Services And Other Operating Expenditures LCFF \$347,247</p>
<p>Continue to maintain IDEA compliance - Monitor and guide execution of a compliant Special Education program with social and emotional support to ensure proper implementation of specific teaching strategies to assist students with disabilities in accessing Common Core</p>	<p>4000-4999: Books And Supplies LCFF \$55,125</p>	<p>4000-4999: Books And Supplies LCFF \$55,125</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>instruction and other curricular areas. Provide curricular and instructional resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$165,375</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$165,375</p>
<p>Modification: Due to the increasing enrollment in Special Education, look to hire an additional teacher for the program.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,157,625</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,157,625</p>
<p>Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$86,822</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$86,822</p>
<p>Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.</p>	<p>3000-3999: Employee Benefits LCFF \$523,688</p>	<p>3000-3999: Employee Benefits LCFF \$523,688</p>
<p>Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. Academic Counselors (GIA's) and support staff.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$273,200</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$273,200</p>
<p>Since our unduplicated students are some of the lowest achieving students the LEA will provide a variety of learning supports principally directed towards the unduplicated pupil count including differentiated instruction, early academic language support (Sobrato Program), interventions, summer school, physical education supplemental instruction/activities, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed. Retain the Academic Coaches. Support purchases of classroom supplies that will enhance the lesson delivery and lesson content. Providing these supports will result in increased achievement on state assessments for the unduplicated students.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$54,409</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$54,409</p>
<p>Modification:</p>	<p>3000-3999: Employee Benefits LCFF \$115,763</p>	<p>3000-3999: Employee Benefits LCFF \$115,763</p>
<p>Modification:</p>	<p>4000-4999: Books And Supplies LCFF \$11,576</p>	<p>4000-4999: Books And Supplies LCFF \$11,576</p>
<p>Modification:</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$405,169</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$205,169</p>
<p>Modification:</p>	<p>3000-3999: Employee Benefits LCFF \$138,915</p>	<p>3000-3999: Employee Benefits LCFF \$108,915</p>
<p>Modification:</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$115,763</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$115,763</p>
<p>Modification:</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$57,881</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$57,881</p>
<p>Modification:</p>	<p>3000-3999: Employee Benefits LCFF \$28,941</p>	<p>3000-3999: Employee Benefits LCFF \$28,941</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The Sobrato program was not implemented during the 2018/19 school year, instead the Guided Reading program was introduced and implemented. For this year, the Guided reading program will continue to be implemented to assist unduplicated students in the area of reading literacy and comprehension and since identified for Differentiated Assistance an additional focus while implementing this practice will be the homeless subgroup.</p> <p>Our unduplicated are some of the lowest achieving students therefore the district will continue with the "Google Schools" & "One to One" initiative: Contract with FCOE to continue to support the district initiatives that provide additional learning support for the unduplicated student population. This shall result in increased achievement on state assessments for the unduplicated students.</p>	<p>4000-4999: Books And Supplies LCFF \$34,729</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$28,941</p> <p>4000-4999: Books And Supplies LCFF \$758,175</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$597,765</p> <p>4000-4999: Books And Supplies LCFF \$578,813</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$430,763</p>	<p>4000-4999: Books And Supplies LCFF \$13,320</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$28,941</p> <p>4000-4999: Books And Supplies LCFF \$208,175</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$177,765</p> <p>4000-4999: Books And Supplies LCFF \$578,813</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$430,763</p>
<p>The unduplicated student populations has some of the lowest achievement levels therefore the district will provide Highly Qualified Paraprofessionals to provide instructional support services to students most in need. Retain the current staff, provide professional development as needed and hire additional aides if needed based on supporting data and other supporting documentation. This will result in increased student achievement on state assessments for the unduplicated students.</p> <p>The unduplicated student population has some of the lowest achievement levels therefore the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. Implementation of this action/service will result in improved overall academic results and progress. (Retain all current GIS positions)</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$551,250</p> <p>3000-3999: Employee Benefits LCFF \$126,788</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$28,941</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$475,178</p> <p>3000-3999: Employee Benefits LCFF \$144,704</p> <p>4000-4999: Books And Supplies LCFF \$34,729</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$551,250</p> <p>3000-3999: Employee Benefits LCFF \$126,788</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$28,941</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$475,178</p> <p>3000-3999: Employee Benefits LCFF \$144,704</p> <p>4000-4999: Books And Supplies LCFF \$13,320</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to fund the VP position at Mendota Junior High for increased and improved services to the unduplicated student population of this school site.</p> <p>Modification: Staff members in these positions will provide additional support services for the homeless subgroup to ensure that they are making adequate academic progress.</p>		
<p>Provide oversight of the English Learner Master Plan and English Learner programs and ensure use of current standards based English Language Development curriculum.</p> <p>The director position will continued to be paid using other district funds.</p> <p>Some of our lowest achieving students are our unduplicated students; therefore, the district will retain 3 QEIA teachers in the absence of QEIA funding to continue with class-size reduction at McCabe Elementary. This will continue to have a positive impact on the unduplicated student population in the areas of academic progress, discipline and parent participation. In addition, this will ensure increased/improved services to the students of the affected grade levels (4th, 5th, & 6th grades) due to smaller student to teacher ratios.</p> <p>Continue to implement the same concept at Mendota Elementary School, Mendota Junior High School, and Mendota High School and retain the four additional teachers.</p> <p>Implementation of this action/service shall result in increased academic performance of our unduplicated student population in the area of</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>3000-3999: Employee Benefits LCFF \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF \$52,094</p> <p>3000-3999: Employee Benefits LCFF \$28,941</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$441,000</p> <p>3000-3999: Employee Benefits LCFF \$145,530</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$0</p> <p>3000-3999: Employee Benefits LCFF \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF \$52,094</p> <p>3000-3999: Employee Benefits LCFF \$28,941</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$441,000</p> <p>3000-3999: Employee Benefits LCFF \$145,530</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>mathematics for both the junior high school and senior high school. Current data indicates that both school sites are below level 3.</p>		
<p>Since our unduplicated students are some of the lowest achieving students the district will provide oversight of all curricular areas and provide instructional support for the for the unduplicated student count. This curriculum and instructional support shall be principally directed towards the unduplicated student population to ensure adequate academic growth at all school sites.</p> <p>Modification: This action supports the position held by the Director of Curriculum and Instruction (C&I). The director will facilitate the implementation of all curricular programs and support programs for all students including the homeless subgroup. The director of C&I will also participate in the improvement efforts of the homeless subgroup.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$131,250</p> <p>3000-3999: Employee Benefits LCFF \$27,300</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$131,250</p> <p>3000-3999: Employee Benefits LCFF \$27,300</p>

Goal Analysis

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

Action/service #5 of this goal (Learning Interventions and Supports) contains many supports and district initiatives that were not completely implemented due to school closures in March of 2020. Some of the services/actions that were not fully executed/implemented were: after school tutoring, summer school, and other end-of-year enrichment opportunities that are aligned to in-classroom themes (university and career visits). So when instruction shifted to distance learning, the district needed to ensure that the unduplicated student count (including students with disabilities, ELs, and homeless) had access. Consequently the supports of this action/service shifted to ensuring that these students would remain engaged and connected to the internet. For our students with disabilities internet ready tablets were purchased and for our unduplicated student count internet hotspots were purchased.

Many of the actions/services found within this goal pay for staff wages and salaries. So when students were no longer on school campuses, the way in which these staff members executed their respective role had to be adjusted in an effort to meet the new needs of our students and to mitigate the spread of COVID-19. All of the above outlined actions proceeded to be implemented; however, in

alignment with the district's distance learning offering at the time. Actions that include the purchase of materials, supplies, and curriculum also continued to be implemented; now with distance learning in mind. Overall, this goal, it's services, and it's budget was not really impacted; only how it was implemented changed towards the end of the school year.

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

Within this goal, there are many actions/services that provide supports for students. There are also actions/services that provide essential materials for students to ensure success. A review of the metrics listed above demonstrates that in the areas of ELA and Math our students made positive progress. The district's reclassification rate also increased and this is a direct result of working towards ensuring that our students read on grade level (48% of EL's grades K-6 were reading on grade level during the 2019/20 school year); this initiative can be found within action/service #5 (Learning Interventions and Supports). Furthermore, the district made positive progress in the following areas: high school graduation rate, A-G completion rate, and the AP passing rate. Having academic counselors at the secondary level (action/service #4) provides progress monitoring and appropriate course/pathway selection for our students. The Guidance Instructional Specialist (action/service # 8) at all sites follow-up with our EL's and our unduplicated student count to be able to provide more focused and strategic data based interventions. The guidance and oversight is provided by the Director of Instruction and Curriculum to ensure adherence and alignment to the district's LCAP and ultimately the district's vision and mission.

Areas where metrics were not met include: EL progress and EAP ready rates. A continued challenge for the district is the arrival of newcomers to our secondary sites. During the 19/20 school year there were 55 and 130 newcomers at Mendota Junior High and Mendota High School respectively. Many if not all of these students come with very little or no education. The district has made significant progress in the area of reclassification. Our elementary schools with the support of the GIS's continue to reclassify many students and at our secondary schools, the same is occurring. Therefore, as the district continues to reclassify students only students that are "newer" to the EL program remain. Consequently, this will have an instant/immediate impact on the ELPAC results. With regards to the EAP ready rates, the growth towards students reaching proficiency in the areas of ELA and Math will remain a priority. The focus of our RTI program at the elementary levels has been literacy (action/service #5). This has been a continued service for 3 years and we have seen the percentage of students reading on grade level increase annually for our elementary schools. The students that were a part of this initiative when it first started are just now reaching Mendota High School. The goal is that by the time these students are in the 11th grade improved results will be attained in the area of ELA. The TTO program (secondary) and the SWUN program (elementary) are math intervention programs that are also just starting. However, the district has already begun to demonstrate improvement in this area as noted by the metric above. Similar to the statement made about ELA, the district believes that in due time the EAP math ready rate will steadily increase.

School closures in March of 2020 presented some challenges to the completion/execution of this goal. However, it must be noted that many of the actions/services outlined within this goal include personnel expenditures. Students learning from home presented the challenge of many staff members having to adjust their respective roles/duties to effectively support students from a distance. With really no preparation for this change, it must be noted that the quality of service may have not been the most effective. Our tutoring program came to an abrupt end and our comprehensive annual summer school program was offered virtually in a much smaller scale

due to lack of student and staff participation. As staff members adjusted to this through the end of the school year, the district's distance learning offering improved which had a positive impact on the execution of summer school and the start of the ensuing school year. On a positive note, action/service #6 (Technology In & Out of the Classroom) was able to provide some relief. For several years now, the district has been executing/implementing this initiative (Google Schools & "one-to-one"). Having the majority of our teaching staff trained on the Google platform and enough devices for all our students to use at home made the transition to distance learning much easier.

Goal 2

Provide safe schools with many opportunities for involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator M.S. Dropout</p> <p>19-20 Maintain</p> <p>Baseline 0%</p>	<p>0% MET</p>
<p>Metric/Indicator H.S. Dropout - for all including all subgroups - 2% decrease</p> <p>19-20 5%</p> <p>Baseline 11%</p>	<p>18.4 NOT MET</p>
<p>Metric/Indicator CTE completions of at least 1 pathway - for all including all subgroups - 3% increase</p> <p>19-20 52.1%</p>	<p>52.1% MET</p>

Expected	Actual
Baseline 18%	
Metric/Indicator Attendance - 0.3% increase in ADA 19-20 95.45% Baseline 94.55%	87.7% NOT MET
Metric/Indicator Chronic Absenteeism rate - 0.3% decrease 19-20 2.9% Baseline 3.8%	12% NOT MET
Metric/Indicator Suspension rate - 1% decrease 19-20 4.4% Baseline 7.4%	3.7% MET
Metric/Indicator Expulsion rate - maintain 19-20 0.2% Baseline 0.2%	0.37% NOT MET
Metric/Indicator Parental Involvement - 5% increase as measured by sign-in sheets collected at site and district events. 19-20	16.3% NOT MET

Expected	Actual
<p>27%</p> <p>Baseline 12%</p> <p>Metric/Indicator Access to a broad course of study as measured by review of teacher and/or master schedules.</p> <p>19-20 100% access to a broad course of study at all school sites</p> <p>Baseline 2015-16 100% access to a broad course of study at all school sites</p>	<p>100% MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population has some of the least access to technology outside of the school environment. Information access is essential to 21st century learning; therefore, the district will continue to progress in the area of technology. This action will have a positive impact on unduplicated student outcomes on state assessments.</p> <p>The district's technology demands are increasing.</p> <p>Assistance with the implementation of the district technology plan and oversight of the plan which shall result in improved and increased services for the unduplicated student population. In addition this will increase all student access to 21st century themes, knowledge, and resources.</p> <p>Retain current technology staffing and continue to fund out of the supplemental/concentration monies.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$63,670</p> <p>3000-3999: Employee Benefits LCFF \$30,098</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$63,670</p> <p>3000-3999: Employee Benefits LCFF \$30,098</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills". Textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers.	4000-4999: Books And Supplies LCFF \$356,406	4000-4999: Books And Supplies LCFF \$356,406
<p>Provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.</p> <p>School sites and district will communicate regularly via the website and phone outreach.</p> <p>School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$1,635,800</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$34,729</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$1,635,800</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$34,729</p>
<p>Since our unduplicated student population demonstrates needed support in the areas of Mental and physical health the district will work with the district psychologist to address these student needs and facilitate learning. Implementation of this will result in increased student well-being and achievement.</p> <p>Retain the district's Registered Nurse that will now be funded out of supplemental/concentration monies.</p> <p>Maintain the agreement for the two interns.</p> <p>Modification: Instead of retaining the 0.5 FTE psychologist the district will look to hire a full-time psychologist. This decision is based on data, need, and to provide a more consistent service.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$90,295</p> <p>3000-3999: Employee Benefits LCFF \$28,941</p> <p>4000-4999: Books And Supplies LCFF \$23,153</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$100,000</p> <p>3000-3999: Employee Benefits LCFF \$27,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$42,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$90,295</p> <p>3000-3999: Employee Benefits LCFF \$28,941</p> <p>4000-4999: Books And Supplies LCFF \$23,153</p> <p>1000-1999: Certificated Personnel Salaries LCFF \$100,000</p> <p>3000-3999: Employee Benefits LCFF \$27,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$42,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population has some of the lowest achievement levels; therefore, the district will provide a safe, healthy, and stable environment for all students especially those most in need (the unduplicated student population) by:</p> <p>Implementing effective behavioral programs.</p> <p>Retaining all school nurses.</p> <p>Retaining the campus monitors at MHS and McCabe and the District-Wide School Resource Officers (3).</p> <p>Continuing to conduct the California Healthy Kids Survey.</p> <p>Continue to improve on the "Safe Schools" initiative - surveillance cameras and other safety related expenditures.</p> <p>Implementation of this actions will result in improved student well-being and increased student achievement.</p> <p>Modification: Staff involved in the services above will be providing much needed support for the students in the homeless subgroup. These stakeholders will be provided with the necessary information and resources to 1) identify these students, 2) provide the support services needed, and 3) monitor the progress of these students.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$140,516</p> <p>3000-3999: Employee Benefits LCFF \$30,276</p> <p>4000-4999: Books And Supplies LCFF \$57,881</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$352,144</p> <p>4000-4999: Books And Supplies LCFF \$215,381</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$312,738</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$140,516</p> <p>3000-3999: Employee Benefits LCFF \$30,276</p> <p>4000-4999: Books And Supplies LCFF \$57,881</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$52,144</p> <p>4000-4999: Books And Supplies LCFF \$15,381</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$62,738</p>
<p>Some of the lowest achieving students in our school district are the unduplicated students; therefore, to support and encourage those included in this student population count (including students, parents, and community members) to participate in district and site level events/functions the district will:</p>	<p>4000-4999: Books And Supplies LCFF \$28,941</p>	<p>4000-4999: Books And Supplies LCFF \$28,941</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) provide miscellaneous materials and resources for participation of stakeholders during site and district events not allowable through federal funds. Speaker/entertainment contracts, catering services and other such related services that will increase participation.</p> <p>2) and also support the purchase of electronic marquees for increased communication and awareness of school/district related functions/events and meetings. (action completed)</p> <p>Implementation of this action will result in increased stakeholder participation and increased student achievement for the unduplicated student population.</p> <p>Modification: #2 above has been completed and no dollar amount will be budgeted.</p>		
<p>The unduplicated student population has some of the lowest achievement levels; therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources and services for all including the unduplicated student population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.</p> <p>Continue to support programs such as AVID, MESA, Chess, and other innovative programs as suggested by administration. (Supplemental staffing hours)</p> <p>Retain all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.</p> <p>FCOE IT and staff professional development services to assist with district technology needs and request to support all supplemental technology programs including but limited to devices and software.</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$136,763</p> <p>3000-3999: Employee Benefits LCFF \$39,441</p> <p>4000-4999: Books And Supplies LCFF \$698,032</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$127,339</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$136,763</p> <p>3000-3999: Employee Benefits LCFF \$39,441</p> <p>4000-4999: Books And Supplies LCFF \$198,032</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$27,339</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implementation of this action will result in increased student achievement for the unduplicated student population.</p> <p>Modification: The services provided above will be instrumental in assisting with the academic progress of the homeless subgroup. These students need to feel a part of school community and implementation of this action will contribute with this initiative.</p> <p>The unduplicated student population in the district have the least access to extra-curricular activities and CTE courses which are vital to post-secondary education opportunities. To increase access for these students the district will:</p> <p>Retain all of the hires from the previous school year(s) - 6 teachers total.</p> <p>Finalize the Future Farmers of America expansion project - Build on what was started so that students can continue to have all the opportunities offered by the program and allow them to be competitive.</p> <p>Continue to provide band support in the form of equipment and other materials needed for performances and competitions.</p> <p>Modification: Providing the above listed services will result in increased student (including the homeless subgroup) participation in CTE pathways which shall lead to increased student completion of CTE pathways. In addition, student academic achievement and engagement (attendance) will improve. Lastly, these actions will increase the unduplicated students (including the homeless subgroup) who are prepared for post-secondary education.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$890,851</p> <p>3000-3999: Employee Benefits LCFF \$284,025</p> <p>4000-4999: Books And Supplies LCFF \$891,264</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$684,545</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$890,851</p> <p>3000-3999: Employee Benefits LCFF \$284,025</p> <p>4000-4999: Books And Supplies LCFF \$141,264</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$159,545</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Bi-literacy class Debate class Enrichment/Sports programs (elementary) This action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.	3000-3999: Employee Benefits LCFF \$2,315 4000-4999: Books And Supplies LCFF \$115,763	3000-3999: Employee Benefits LCFF \$2,315 4000-4999: Books And Supplies LCFF \$65,763

Goal Analysis

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

This goal's focus is to provide safe schools with many opportunities for involvement. School closures in March of 2020 meant that how this would be accomplished through the end of the school year had to be adjusted. So for actions that could not be completely executed as outlined above, the district made adjustments according to the new normal but still keeping safety and involvement opportunities in mind.

The following is a list of the actions that had more than a 10% difference from the budgeted amount to the actual amount spent:

- 1) Action #6 - Safety
- 2) Action #8 - 21st Century Learning Environment
- 3) Action #9 - Engagement Opportunities
- 4) Action #11 - Facility Improvements
- 5) Action #12 - Extended Day Opportunities

Not having students and staff on campuses suspended many of the activities associated with the above listed actions. Therefore, in an effort to provide an immediate response to school closures, the district moved to use some of the funds budgeted for these action to provide a safe distance learning program that required some staff to be onsite.

Involving and keeping the community informed when schools first closed was important. Therefore, precise and clear communication had to be a constant. To accomplish this the district continued to use the existing communication platforms which included the district website, social media, phone messaging, marquees, and mailers. All information and messaging was provided in both Spanish and English. This had to be accomplished to keep students engaged in school and to continue to offer a meal program. Having no prior experience in offering a distance learning program, preparing for the distribution and return of homework packets was the first step in keeping students engaged. To safely offer these services (including the meal program) messaging the new safety protocols became

an immediate new action. The district quickly purchased plenty of signage to post/hang all over campuses. These signs also displayed the message via infographics to ensure the comprehension of the message for all students including our English Learners. Wash stations were also purchased for students and staff to use. The wash stations were placed in strategic locations to avoid congestion. Obtaining personal protection equipment (PPE) for all was also an initial top priority. The district was quick to purchase a variety of each of the following: face mask, rubber gloves, and hand sanitizers. Plenty of PPE was made available to all, including visitors to campuses, in central locations such as in school site offices. Disinfectant supplies such as wipes, sprays, and defoggers were also purchased. To ensure that social distancing was practiced, the district moved to map/mark standing positions to avoid congestion when waiting for service. This was done throughout the school district and was essential for a safe distribution of supplies and meals for students.

Understanding that homework packets would not be ideal for every student, digital resources were made available. For students with no internet connection, internet hotspots and internet ready devices were purchased. This action proved to be very beneficial to our English Learners and our students with disabilities who were in need of differentiation. It also allowed them to continue to have virtual check-ins with staff as needed.

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

Offering and insuring that students participate in a broad course of study is made possible by actions #1 - Information Technology, #2 - Materials/Supplies for core Offerings, and #3 - Transportation. Therefore, continued implementation of these actions will be supported. The district's CTE completer rate has been increasing as noted by the data provided above 52.1% in 2019/20. In addition to this, the district's College and Career Indicator went from 34.8% in 2017/18 to 39.1% in 2018/19. Therefore, the execution of action #9 (CTE and Band) continues to be important for the accomplishment of this goal specifically the FFA expansion project. This expansion project has initiated a lot of student interest in the FFA courses and club.

Providing increased services in the areas of safety and mental health has been important. It is known that students need to be in good health and feel safe before they can learn. With growth being made in academic areas as noted by the most recent dashboard data (+11.9 points in ELA and +15.3 points in Math - 2018/19) it must be called out that actions #5 (Mental & Physical Health) and #6 (Safe School Environment) are having a positive impact. The district was also able to reduce the suspension rate and maintain the expulsion rate; these two metrics are also impacted by action #6 (Safe School Environment). Associated to this is the concept of school climate and school culture and actions #11 (Facility Improvements) and #12 (Engagement Opportunities) provide students with the opportunities to participate in extended day activities. Current results of the California Healthy Kids Survey indicate that students feel more connected to school and feel safe while at school.

The biggest challenge within this goal is addressing the high school dropout rate. Mendota Unified continues to enroll students at Mendota High School that have no prior schooling. Many of these students enroll only because they were detained by immigration and now are required to; therefore, school is not a priority for them. Meeting the graduation requirements, even when using the reduced requirements of AB 2121, for most of these students is difficult. Consequently, many of these students dropout or earn an Adult Ed. diploma through the district's adult program. Since the 2018/19 school year, the district's graduation rate has been

increasing. It is believed that this is happening due to the combined efforts of goal #1, goal #2, and the development of a "Newcomer" pathway. As the district continues to focus on the improvement of this pathway, it is believed that the dropout rate will also be positively impacted. A deeper analysis of the graduation problem has also demonstrated reasons as to why students may be dropping out. According to survey results many of these students don't feel connected to the school and lack the following: motivation, resource awareness, and comprehension of the requirements. Within this broad goal there are non-contributing actions and contributing wide actions that will help address this issue. The district has embraced this challenge and with the creation of the "Newcomer" pathway and the supports found within this goal, it is believed that positive progress will be made. The 2021/22 LCAP will call out the dropout rates of the district's English Learners and the district's homeless population to ensure monitoring, progress, and ultimately success.

Goal 3

Develop and grow a professional learning culture

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1) Properly Credentialed Teachers - Attaining 100% - Increase by 5%</p> <p>2) Teacher Vacancies - decrease by 1% as detailed by the SARC review</p> <p>3) Teacher Misassignments - decreased by 1% as detailed by the SARC review</p> <p>19-20</p> <p>1) 99%</p> <p>2) 0 vacant postions</p> <p>3) 0 misassignments</p>	<p>1) 94% NOT MET</p> <p>2) 0 Vacancies MET</p> <p>3) 0 Misassignments MET</p>

Expected	Actual
Baseline 1) 84% 2) 2016/17 - 1 vacant position 3) 2016/17 - 0 misassignments	
Metric/Indicator Facilities Maintained - Overall district rating 19-20 Maintain Baseline Overall district rating of "Good"	Maintained - MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District and site administration will also facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the CCCSS. On-going professional development On-site collaboration and Real time instructional coaching	1000-1999: Certificated Personnel Salaries LCFF \$1,649,616 3000-3999: Employee Benefits LCFF \$434,110	1000-1999: Certificated Personnel Salaries LCFF \$1,649,616 3000-3999: Employee Benefits LCFF \$434,110
Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet this minimum standard. Any current employee not meeting the minimum standard will have an intervention plan developed for them that will be supported by the district. Human Resource Department Certificated Personnel Teacher Recruitment Expenditures	1000-1999: Certificated Personnel Salaries LCFF \$10,332,372 3000-3999: Employee Benefits LCFF \$3,721,823 2000-2999: Classified Personnel Salaries LCFF \$49,778 3000-3999: Employee Benefits LCFF \$28,941	1000-1999: Certificated Personnel Salaries LCFF \$10,332,372 3000-3999: Employee Benefits LCFF \$3,721,823 2000-2999: Classified Personnel Salaries LCFF \$49,778 3000-3999: Employee Benefits LCFF \$28,941

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF \$5,789 5000-5999: Services And Other Operating Expenditures LCFF \$11,576	4000-4999: Books And Supplies LCFF \$5,789 5000-5999: Services And Other Operating Expenditures LCFF \$11,576
Provide essential support staff (district and site) and resources, materials, and supplies for the execution of day-to-day operations.	2000-2999: Classified Personnel Salaries LCFF \$520,931 3000-3999: Employee Benefits LCFF \$289,406 4000-4999: Books And Supplies LCFF \$17,365	2000-2999: Classified Personnel Salaries LCFF \$520,931 3000-3999: Employee Benefits LCFF \$289,406 4000-4999: Books And Supplies LCFF \$17,365
Provide clean and well-maintained up-to-date schools. MOT department Support for district modernization projects.	2000-2999: Classified Personnel Salaries LCFF \$937,676 3000-3999: Employee Benefits LCFF \$347,288 4000-4999: Books And Supplies LCFF \$1,736,438 5000-5999: Services And Other Operating Expenditures LCFF \$1,575,979 4000-4999: Books And Supplies LCFF \$427,790 5000-5999: Services And Other Operating Expenditures LCFF \$427,789	2000-2999: Classified Personnel Salaries LCFF \$937,676 3000-3999: Employee Benefits LCFF \$347,288 4000-4999: Books And Supplies LCFF \$1,736,438 5000-5999: Services And Other Operating Expenditures LCFF \$1,575,979 4000-4999: Books And Supplies LCFF \$427,790 5000-5999: Services And Other Operating Expenditures LCFF \$427,789
Support of professional development in the absence of categorical funding that shall focus on the needs of the unduplicated student population since this population accounts for some of the lowest achievement levels in our district. Also, provide professional development materials and resources not allowable through federal funds that will encourage the participation and engagement of the district staff that services the unduplicated student population.	1000-1999: Certificated Personnel Salaries LCFF \$11,576 3000-3999: Employee Benefits LCFF \$1,737 4000-4999: Books And Supplies LCFF \$5,789	1000-1999: Certificated Personnel Salaries LCFF \$11,576 3000-3999: Employee Benefits LCFF \$1,737 4000-4999: Books And Supplies LCFF \$5,789

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to pay for staff participation in district committees that encourage staff development and promote student growth and success.</p> <p>Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of the unduplicated student population.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$296,009</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$296,009</p>

Goal Analysis

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

No alternative actions were added to this goal due to COVID-19. Therefore, this goal and its actions/services were executed through the end of the year as detailed above.

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

There are five actions/services in this goal. All five were implemented as planned with no changes made throughout the school year. Student achievement in the school district continues to positively progress due in large part to the staff. The majority of the actions/services listed under this goal can be considered "Basic" services. The district prides itself in ensuring that all students receive "first-best" instruction in facilities that are up-to-date and well maintained. Moving forward, the district will continue to improve on the implementation of the above listed services/actions.

A challenge the district faced in implementing this goal was that of hiring fully credentialed teachers. The teacher-shortage has impacted our district like many other districts. However, to minimize the educational effect of this the district provided much support and professional development for these teachers. It must also be stated that the district continues to grow in enrollment; therefore, the total teacher count for the district has been increasing for the past three years. Moving forward, the district will look to partner with Fresno County Superintendent of Schools in an effort to find and attract "homegrown" teaching candidates as they participate in teaching and credentialing university programs.

The actions/services performed under this goal were effective as can be noted by the some of the academic gains made by the students as indicated in goal 1 (ELA, Math, AP passing rate, and graduation rate). In addition, students were able to attend well-maintained facilities as noted by the Williams Inspection report. Although not all teachers hired were fully credentialed, the district will

continue to implement these actions/services for the coming years and the goal of having 100% of teachers being fully credentialed will remain.

Overall, implementation of the elements within this goal did result in improved services and results for the unduplicated pupil count. This goal and its services/actions have a direct impact on staff, which in turn affects the students.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trash cans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or loses their face mask. All classrooms will also be equipped a plexiglass divider for teachers to use when interacting with students individually. Furthermore, teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy.</p>	\$350,000	\$350,000	No
<p>Safe Campus Environment: All school campuses will be supplied with handwashing stations, social distancing signage, and main offices and other essential places of gathering will be provided with plexiglass dividers to keep all safe.</p>	\$450,000	\$450,000	No
<p>Safe Campus Environment: To ensure a properly cleaned and disinfected teaching and learning environment, custodians will be trained on how to adequately disinfect the facilities. Disinfecting foggers will be purchased along with more cleaning and disinfecting materials to accommodate the increased cleaning and disinfecting efforts. Extra employee time will be allowed to ensure that the facilities are cleaned and ready for the following day of instruction.</p>	\$225,000	\$225,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Nutrition: To operate a "Hybrid" program where cohorts of students alternate attending school, a meal distribution plan for students not in session has been developed. However, lack of transportation reduces the participation in our meal program for these students not in session. Therefore, the district will look to purchase meal distribution vehicles (vans) properly equipped to be able to deliver warm meals.</p>	\$120,000	\$120,000	No
<p>Extended Learning Time: Prior to the closure of schools, dashboard data indicated that our English Learners, homeless students, foster youth, low-income students, and students with disabilities were performing at the lowest levels in the areas of ELA and Math. To best support these subgroups who may be at greater risk of learning loss, the district will offer extended learning time in the form of after school tutorial and by offering winter and summer sessions. Students most in need will be asked to participate in these extended learning time offerings. This action increases the level of support to close the opportunity and achievement gap by providing more focused intervention time for the students of the above mentioned groups.</p>	\$700,000	\$450,000	Yes
<p>Chromebooks: Our unduplicated students are some of the lowest achieving students due to lack of technology availability in our community; therefore, the district will continue with the one-to-one initiative from previous years. Due to the school closures all of the district's chromebooks were issued out to students for use while away from schools. Consequently, the school sites were left with no devices. To replenish what was distributed and continue with in-person instruction as it was prior to the closures, the district will look to purchase another chromebook for every student.</p>	\$1,000,000	\$1,000,000	No
<p>Water Dispenser - Hands Free:</p>	\$70,000	\$70,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Understanding that water fountains and water dispensers are highly frequented by students and staff, the district will look to purchase water dispensers that will allow students and staff to fill a water container contact-less. In addition, the district will also move to purchase water bottles for all students and staff. This action should help minimize the spread of the virus; therefore, allowing school sites to continue to provide a more sanitized environment.</p>			
<p>Temperature Check Kiosk: Part of the district's reopening plan requires that all students, staff, and visitors to a school site be temperature checked. In a effort to effectively and efficiently expedite this part of the screening protocol, the district will look to purchase temperature check kiosks that will be placed in all district facilities. This action will assist with ensuring stakeholders that this district is taking the necessary precautions to remain open.</p>	\$40,000	\$40,000	No

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

Mendota Unified did not bring students back onto campuses until April 26, 2021. The district did have small cohorts of students for support on campuses prior to April 26. Since the start of the school year until March 22, 2021 teachers had the option to work from home or on site; the majority elected to work from home. Most of the actions/services described above still had to be executed to ensure the safety of students and staff that were on site to support the small cohort offerings.

Extended Learning Time:

Students were not back on campuses until April 26, 2021. Therefore, providing in-person after school tutorial was not possible until late in the school year. For this reason, all the money budgeted for this action was not completely spent by the end of the school year. Fortunately, MUSD followed a distance learning schedule for all students that had built-in intervention and support times.

MUSD plans to offer an in-person summer school program. Traditionally the district's summer program has been for 3 weeks. This year (summer 2021), to mitigate the learning loss, the program will be for 6 weeks.

Analysis of In-Person Instructional Offerings

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

Preparing for the "new normal" was something the district started since the closure of schools in March of 2020. Safety has always been a priority of the district. Therefore, moving rapidly to prepare all school sites for any type of physical interaction and or offering onsite was immediately planned for. The district purchased plenty of personal protection equipment (PPE) that included temperature kiosks, hand washing stations, and disinfecting foggers. Based on community surveys and conversations with community members, 67% of stakeholders were very pleased with the district's efforts on providing a safe and sanitized school environment.

Understanding the virus and how to mitigate the spread was also important for the district. So implementing this action whether students were back on campuses or not was important. To better accomplish routine cleaning, custodians received new disinfecting equipment/supplies and were trained on new cleaning techniques. Instructional staff also developed a better understanding and improved awareness of what can be done to slow or stop the spread of the virus. Staff was provided guidance on the following: (1) how to use the district provided PPE, (2) social distancing practices, and (3) handwashing procedures. In addition, instructional staff was asked to continuously instruct and teach what they learned with regards to the aforementioned when interacting with students, parents, community members, and other staff. Although schools were not reopened until April 26, 2021, in general it can be stated that implementing this strategy was a success.

Prior to the start of the school year, as the district prepared for the opportunity to offer in-person instruction, the district looked to ensure maximum participation in the lunch program. To do this, the district included in the above plan the purchase of food-delivery vehicles to avoid congestion and overcrowding within the cafeterias. The purchase of these vehicles proved to be a huge success; the number of student participants in the meal program increased significantly. At the start of the school year the participation rate was lower than 20% and after the purchase of the delivery vehicles the participation rate increased to slightly above 50%. These vehicles were used to transport meals to central locations within our community and to rural areas giving more students access.

The biggest challenge with regards to implementing the above listed actions/services is the fact that schools in our district did not reopen until April 26, 2021. Therefore, some of the actions/services listed above were not completely executed because they were planned for all students and only small cohorts returned. For these small cohorts, this goal and it's actions proved to be a positive in terms of safety and academic support. In addition, school sites and staff adapted to the new practices and had the opportunity to improve on them in preparation for the new 2021-22 school year. In general, regardless of whether schools were offering in-person instruction or not, the above listed actions were and are needed to ensure the safety of all and to continue the practices of the "new normal" as we move forward.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Virtual Tutoring: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide additional one-on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aid to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$750,000	\$200,000	Yes
<p>Additional Academic Support: Prior to the closure of schools, dashboard data indicated that our English Learners, homeless students, foster youth, low-income students, and students with disabilities were performing at the lowest levels in the area of English Language Arts. Therefore, the district will contract with AmeriCorps who will provide reading intervention tutors. Theses reading tutors will support these mentioned subgroups in the area of literacy. Students will receive this service using an online platform in a small group setting or one-on-one. This support will assist students with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement</p>	\$25,000	\$25,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
gaps; particularly in reading and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.			
<p>Technology:</p> <p>Living in a rural area, our unduplicated student population has some of the least access to technology outside of the school environment. Therefore, to ensure that all students have access to a quality distance learning program the district will purchase additional chromebooks to replenish out of service chromebooks. In addition, the district will purchase internet hotspots with internet service for students that are in need. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$1,000,000	\$1,000,000	No
<p>Professional Development:</p> <p>The district will support professional development that shall focus on the needs of our English learners, homeless students, foster youth, low-income students, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic. So to support all staff in ensuring that they are properly trained to execute our distance learning program, the district will provide professional development, materials, and the resources needed to support the training. This action increases the level of support for our unduplicated student count and result in best instructional practices for them.</p>	\$500,000	\$500,000	Yes
<p>Supplemental Instructional Support Programs for Online Structure:</p> <p>To best support our English learners, homeless students, foster youth, low-income students, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic the district will provide teachers with programs that will improve structure</p>	\$20,000	\$20,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>for online instruction. The district will provide the following online support programs.</p> <p>Nearpod - online program that allows teachers to synchronize instruction for improved management of lesson. Kami - allows students and teachers to edit PDF's for interaction Turn_It_In (grades 7 - 12) - Allows teachers to monitor student work SeeSaw - digital student portfolio to monitor work</p> <p>This action increases the level of structure needed for our unduplicated student count to be able to close the opportunity and achievement gap.</p>			
<p>Technology Support: To be able to provide fast and effective technology support, the district will look to contract with "VTech Support". This company will be able to provide both onsite and phone support to families and staff needing assistance with the district's digital and online instructional tools. The agreement will be an hourly support agreement which then the district will be invoiced for the number of support hours provided by the company. This action will assist with making the distance learning experience for all much more efficient and user friendly for all involved.</p>	\$80,000	\$80,000	No
<p>Virtual Classroom Structure: In an effort to provide a structured classroom environment while delivering online instruction, the district will purchase a backdrop and stand for all teachers to be in front of during online instruction. This action will provide structure and consistency in what our students will see daily behind our teaching staff and minimize possible distractions on the teacher side of the forum.</p>	\$40,000	\$40,000	No

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

Virtual Tutoring:

Providing tutoring during distance learning was a challenge. A daily schedule for teachers and students to follow was developed and established. This schedule offered both synchronous and asynchronous time. Teachers and students were expected to be online continuously for the duration of the schedule. What was recognized was that the stamina of online-learning for both teachers and students ran out by the end of the day. So the issue of having both teachers and students reconnect for tutoring at the end of the teachers' contractual day was a major challenge (example: student day ends at 1:30 and teacher contractual workday ends at 3:20). In an effort to improve the participation rate of tutoring and to get teachers to be able to reconnect with students for the sake of tutoring immediately after the instructional day, the district moved to allow teachers to begin tutoring prior to the end of their contractual day. This effort did not result in an increased participation rate. Once again, students and teachers could not find common ground to reconnect. Many variables play into this. On the teachers side, almost all teachers are working from home so the structure and discipline to engage in a supplemental program was missing. Similarly for students, the structure and discipline was definitely missing. Trying to establish a virtual tutoring program (which is supplemental) from a distance without proper supports in place is a challenge. Fortunately, the daily schedule that the district established for all students district-wide included opportunities for students who are not making the grade to receive additional support during the school day.

It is anticipated that out of the \$750,000 budgeted for virtual tutoring approximately \$200,000 will be spent. The monies not spent will be used to host a large-scale in-person summer school program to help those students who struggled the most during distance learning and help mitigate the learning loss.

Analysis of the Distance Learning Program

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

Continuity of Instruction:

Significant to the district's distance learning program was the purchase of technology. Through surveys and meetings, it was quickly recognized that many students did not have internet access at home. So, the district moved to purchase internet hotspots and internet ready devices to ensure that students had access to the online platforms and for the purpose of continuity of instruction. In a follow-up survey, it was noted that after the implementation of this action over 95% of the students now had internet access at home. Due to the fact that Mendota is a rural community and some students live outside of city limits (in country areas), establishing an internet connection even with a hotspot was not feasible. For these students, the district provided transportation and provided services on site. These students along with other struggling students and students with disabilities made up the small cohorts that were brought back to campuses.

Being that the district's Information/Technology department is small, the district decided to contract with VTech Solutions for technical support to students and staff. VTech provided help with internet connection issues and also troubleshooted problems with devices from a distance. Over 300 tickets were submitted to VTech for support ranging from students not being able to connect to the internet via a district provided hotspot to teachers having issues with a Google application. The number of tickets submitted decreased as students and staff got better with distance learning and the tools associated with it. For our community, having access to immediate technical support played a vital role in ensuring the continuity of instruction and positively impacted pupil participation. Without the support of VTech Solutions, getting through the first couple of months of distance learning would have been much more challenging and difficult.

Professional Development:

At the start of the school year it was recognized that training in the area of distance learning was going to be necessary to make sure that all teachers provided the best education possible given the circumstances. Therefore, the district invested in professional development on how to develop lessons and on how to provide instruction using the Google platform. During this training teachers were introduced to all the available applications through the Google Education Suite. For this, the Fresno County Office of Education was contracted and all teachers were provided with training. The amount of training depended on the teachers' level of expertise. Ongoing support was then provided by onsite staff (administration, academic coaches, and guidance instructional specialist). The result of this training has positively impacted lesson development and delivery. Teachers are now better equipped to provide adequate and appropriate lessons for English Learners, homeless students, students with disabilities, and socially economically disadvantaged students.

Pupil Participation and Progress:

Given the participation/attendance guidance provided by the state department, the district's current attendance rates were good (as of March 2021). Monitoring pupil progress was the area of concern. A continued requirement of teachers during distance learning was to monitor pupil progress. At the end of the first quarter it was found that over 3,500 F's were assigned by teachers district wide (K-12). By the end of the second quarter this number was reduced by 22% which was still very high. Many efforts were made to reduce this number even more; unfortunately, when students are not provided with the structure and routine of a daily on-site schedule these efforts continued to come up short. Local data did demonstrate that when students were brought back on campus for small cohort support, grades improved. At Mendota Junior High School, students who participated consistently in the cohort model had a combined total of 99 F's at the end of the first quarter; by the end of quarter two the combined total of F's for the groups was reduced to 38 F's. Also, the combined average G.P.A. for these students increased from 1.1 at the end of quarter one to 2.27 at the end of quarter two. A simple change in environment can be cited as the cause for this positive impact.

Access to Devices and Connectivity:

Access to devices was not a significant challenge for the district. The district has been providing a Chromebook or device for all students to use at school for more than two years now. So, when schools closed, all students were provided with a device to use for distance learning. The issue was internet connectivity. Not all students at the time of school closure had internet connection at home. Fortunately, through the execution of the services and actions listed above over 95% of the students now have internet connection at home.

Support for Pupils with Unique Needs:

Understanding that pupils with unique needs learn best in smaller more focused groups, the district contracted additional reading tutors for use during the instructional day at our elementary schools. This proved to be a positive of our distance learning program. These tutors worked with small groups of students to target specific needs. At the start of the school year less than 25% of ELs (K-6) were reading on grade level and data at the time this plan was written (Spring 21) demonstrated that over 35% of ELs were reading on grade level. In addition, our English Learners were provided with daily leveled ELD and periods of support time built-in to their schedules. For students experiencing homelessness, staff was provided with training to ensure that they understood the unique needs of this student population. The district's homeless liaison also followed up with the school sites to ensure that these students were participating and for follow up in removing connection and access barriers.

Staff Roles and Responsibilities:

Many staff roles had to be adjusted without changing the scope of work and or duties. Teachers, instructional aides, and other personnel that provide direct services to students had to learn how to use technology to interact and engage with students. Other staff within the classified rank also had to adjust in terms of routines due to the fact that students were not in school. Redefining roles and putting new systems and protocols in place for best execution of a distance learning program was an initial priority. Early on this was a challenge; this challenge now can be looked at as a positive. After going through this, all staff (most importantly teachers) now have new resources, experiences, and tools to better serve our students as we look to provide instruction during the 2012-22 school year.

Overall, when it comes to a distance learning plan, the district has learned that there is no perfect plan. Too many variables (relating to the student home environment) that the district cannot control come into play. The only thing that can be done is to execute the plan and offer a program understanding that adjustments and revisions will have to be made to best address needs as they come up for both students and staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Extended Learning Time (Duplicated Action also in In-Person Instructional Offering): Prior to the closure of schools, dashboard data indicated that our English Learners, homeless students, foster youth, low-income students, and students with disabilities were performing at the lowest levels in the areas of ELA and Math. To best support these subgroups who may be at greater risk of learning loss, the district will offer extended learning time in the form of after school tutorial and by offering winter and summer sessions. Students most in need will be asked to participate in these extended learning time offerings. This action increases the level of support to close the opportunity and achievement gap by providing more focused intervention time for the students of the above mentioned groups.</p>	Duplicated Action	\$450,000	Yes
<p>Supplemental Instructional Support Programs: To best support our unduplicated students who may be at most risk of learning loss due to the COVID-19 pandemic, the district will provide additional online programs for students to use that provide prescriptive and adaptive curriculum support.</p> <p>ESGI - assessment and monitoring program Imagine Learning - reading and math Renaissance - reading and math Swun Math i-Ready - reading and math</p> <p>This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$225,000	\$225,000	Yes

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

To address the loss the district planned to invest heavily on "Extended Learning Time". Unfortunately, students did not return to school until April 26, 2021. The district did have small cohorts of students for support on campuses. Teachers had the option to work from home or on site; the majority elected to work from home.

Extended Learning Time:

Students returned to school on April 26, 2021. Therefore, providing in-person after school tutorial was not possible until late in the school year. For this reason, all the money budgeted for this action was not completely spent by the end of the school year. Fortunately, MUSD was following a distance learning schedule for all students that had built-in intervention and support times.

MUSD plans on providing an in-person summer school program. Traditionally the district's summer school program has been for 3 weeks. This year, to mitigate the learning loss, the program will be for 6 weeks.

Analysis of Pupil Learning Loss

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

Knowing that schools were not going to reopen for the start of the school year and knowing that learning loss had occurred, the district decided to implement a "phase-in" period at the start of the school year for all of our students. This phase-in period was the single most important and successful initiative the district implemented. During the phase-in period, students and parents at the elementary level were provided with an in-person overview of the method and delivery of instruction, the daily schedule, and the requirements of the students with regards to daily participation and engagement. In addition to this, elementary students were also assessed to determine levels in the areas of ELA and Math. The district had a 97% participation rate. For the few students/families that were not able to attend an in-person meeting with the teacher, virtual meetings were held. Assessment results provided vital information for teachers to use for placement and for remediation (understanding that learning loss had occurred). The phase-in period for secondary students provided students and teachers the time to meet individually to go over course requirements and discuss important specific components of distance learning as it pertains to their specific course. Most importantly, the phase-in period at the secondary level gave teachers the opportunity to meet with all their incoming students and provided them with important information regarding available resources for both academic and mental health support.

The ability to bring back small cohorts during school closure was another success story. To identify what students were going to be given the opportunity to return to school, the district used available local data such as grades and other assessments (i-Ready diagnostics, Imagine Learning Assessments, System 44/Read 180 assessments, and common formative assessments). Students with disabilities were immediately provided the with opportunity to be a part of the small cohorts. Similarly, struggling English Learners

and Homeless students were also recommended if data demonstrated the need. While on campuses, these students received academic support and they were provided with resources that they may not have had at home (internet, printer, and a quiet place of study). It was found that students that were back on campus as a part of a small cohort, ended up improving their grades'. At Mendota Junior High School, students who participated consistently in the cohort model had a combined total of 99 F's at the end of the first quarter; by the end of quarter two the combined total of F's for the groups was reduced to 38 F's. Also, the combined average G.P.A. for these students increased from 1.1 at the end of quarter one to 2.27 at the end of quarter two.

To further address learning loss and to monitor student progress, the district contracted/purchased online resources such as the i-Ready Assessment program. Through the use of this comprehensive assessment program, teachers were able to connect diagnostic data and personalize instruction for students in grades 2 - 6. The results of the i-Ready assessments are as follows when comparing diagnostic 1 to diagnostic 2: Reading - the percentage of Tier 3-At Risk dropped from 56% to 48% and in Math - the percentage of Tier 3-At Risk dropped from 59% to 50%. The goal of this assessment system is to move students from Tier 3 to Tier 1. For all the other grade levels, teachers used common formative assessments and other local assessments to guide instruction and for remediation purposes (ELA - grades 7-8 37.9% met or exceeded standard & grades 9-12 60% met or exceeded standard). The goal of continuously assessing all students at all levels is to monitor pupil progress and to provide immediate intervention as needed which has been working based on the number of F's that were assigned district wide at the end of the first quarter and the number of F's that were assigned at the end of the second quarter (number of F's district wide was reduced by 22%). Another success within this area, was that the district decided to continue to monitor the teachers' instructional practice and to provide feedback. The completion of teacher feedback forms was an ongoing practice district wide since the start of the school year. It is believed that by providing teachers meaningful feedback regarding lesson design, lesson delivery, and use of available resources and implementation of professional development led to improved student results.

The development of a curriculum schedule with built-in intervention periods was another successful initiative to help mitigate learning loss. At the elementary level, a student's daily schedule had intervention periods built-in whereby the students that were in need of assistance met in small groups led by a teacher or a tutor. At the secondary level, students were given a daily opportunity to meet virtually and individually with a teacher. The secondary daily-schedule for students ended prior to the end of the teachers contractual time. This gave teachers time to meet with students in need of assistance - voluntarily.

When trying to provide services to address learning loss during distance learning there are challenges; student engagement is the most difficult address. When students are in-person in classrooms, a teacher is able to control the learning environment and provide the structure necessary for students to focus. During distance learning controlling the learning environment is much more difficult. Another factor that comes into play is "internet connection". Without a continuous-stable internet connection students and staff can become disengaged. The district realized that trying to control the learning environment and provide a continuous-stable internet connection are both things that are really out of our educator hands. Hence these two factors were our biggest challenge when trying to address learning loss.

Overall, many efforts were made to address learning loss during the past school year. Not having students and teachers on site to provide the focused-intensive intervention needed for students was a challenge. So many of the above described efforts will continue

to be implemented and executed throughout the 2021/22 school year and evidence of these efforts can be found in the 2021/22 LCAP.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, all students in the district were provided with a schedule that consisted of daily interactions with our teaching staff. This daily interaction helped serve as the first line of defense when it comes to the mental health and the well-being of our students. Our teaching staff was instructed to quickly assess their respective students daily at the start of every day/session. Concerns noted by teachers were quickly communicated to site leadership for immediate follow-up. At the start of the school year, teachers and staff were provided with training in this area. In addition, parents and students were provided with information regarding mental health and social and emotional well-being during the district's phase-in period (start of the school year).

Successes

We have used all of our combined resources to ensure supports for our students. To create awareness and educate in the area of mental health the district used the following: school site announcements, MUSD Mental Health website, Special Education website, and site staff. The All-4-Youth program continued to be an added resource in addressing the behavioral health needs of our students and families. At the start of the school year, as families were adjusting to distance learning, the All-4-Youth program seen a spike in referrals; since then the number of referrals has decreased. NAMI as a club has met once virtually to discuss next steps but has not started any initiatives. Fresno Suicide Collaborative Group, Westside Youth, the AMOR center and United Health Centers continued being a service for the community. For the 2021/22, school year the district will partner with Prodigy Healthcare Inc. for additional support in this area. Lastly, our school counselors have been working throughout the entire time that schools have been closed and having virtual meetings with students that have been referred by staff as needed support. In addition, our school counselors have been providing follow-up wellness checks on students that in the past were in need of support.

Challenges

The district's behavior team was not able to gain steady ground for mental health or behavioral referrals due to Distance Learning and a limited number of students on campus. It is expect that the number of referrals will increase when schools begin to allow more students on campus.

Analysis of Pupil and Family Engagement and Outreach

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

To ensure pupil and family engagement during distance learning, the district organized opportunities for students and families to meet in-person with the teaching staff. At the start of the school year, a district wide "phase-in period" was executed. During the first 2 weeks of school, all teachers met with all their students/families to ensure that everyone involved understood what it would take to participate and remain engaged during distance learning. It was during these meetings that teachers were also able to share the district's system of tiered re-engagement strategies. For this event, the district had above a 95% participation rate. In-person

parent/teacher conferences were also held at the end of the first quarter to continue with the idea and structure of in-person meetings with the teaching staff. Secondary schools also hosted in-person conferences for students that were not making adequate progress. The concept of having in-person meetings continued at the start of the second semester (January 2021). During these meetings in January, teachers were able to discuss student progress, attendance, and parent/guardian support. It is believed that because of these in-person meeting opportunities attendance rates were maintained if not improved upon. Currently (as of March 2021), the chronic absenteeism rate is at 10.99%; last year at the end of the school year it was 12.8%. To continue to maintain or improve on this data, the district will continue to implement the re-engagement strategies.

The district's system of tiered re-engagement strategies was developed with input from stakeholders and put into practice at the start of this school year. It is a 3 tier system: tier 1 - prevention, tier 2 - early intervention, and tier 3 - intensive intervention. The district's school resource officers have been instrumental in the implementation of these re-engagement strategies. To continue to maintain or improve on the current chronic absenteeism rate the district will continue to implement the re-engagement strategies through the end of the school year.

The first component of the district's re-engagement strategies involves promoting prevention. Throughout the school year teachers communicated the importance of daily participation/engagement. In addition, the district's attendance clerks monitored daily attendance. On the day of an absence, attendance clerks contacted the family to find out why a student may not have connected. For students moving beyond the prevention tier, the district continued to implement the SARB process as outlined in tier 2 of the district's re-engagement strategies. As noted by the above cited chronic absenteeism rate, these measures proved to be beneficial.

A challenge that was identified when trying to implement the re-engagement strategies for students that moved beyond the first tier of support was the fact that some families took distance learning outside of the district boundaries (childcare was provided by caregivers who live in neighboring communities and or families that opted to quarantine in a different location outside of the district). So trying to reach, meet, and work with these families to resolve the engagement issues was difficult. So for these families the district made contact via phone and continued to follow the SARB process. The required SARB notices were sent to the home address listed in the student information system.

For continuous family engagement and outreach, the district communicated with stakeholders through phone messaging, district website, district marquees, other digital platforms used by the teachers. All communication and outreach was provided in both English and Spanish.

Analysis of School Nutrition

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

Providing meals when schools first closed was a priority for the district and has remained a top priority throughout the school year. All meals provided were in alignment with the district's wellness policy to ensure that that they were nutritionally balanced.

Early on, parents suggested that the district provide more of a variety with regards to the menu. After listening to the parent/student voice, the director of Food Services decided to expand on the menu; students and parents were satisfied. Other successes in providing school nutrition were providing daily hot meals, expanding on the amount of days (now providing weekend meals and holiday meals), and implementing new innovative packaging strategies. However, the success that the district was most proud of had to do with getting feedback from parents. The dialogue between cafeteria employees and parents was instrumental in all the successes mentioned above.

Planning the amount of daily meals to prepare was a challenge. The participation rate varied with no solid trend to follow. With the mindset of always wanting to have plenty to offer, more often than not, many meals went unclaimed. Staffing was also a challenge. Many staff members in this department got sick and or could not report to work for other reasons related to COVID-19 (such as childcare). When this occurred, packing and transporting meals became very challenging.

It must be noted that our district is very proud of the work that has been accomplished by our food services department throughout the pandemic. Our students have not gone without the opportunity to receive a daily meal. The district will continue to support the food services department and work with stakeholders to ensure that the best service possible is being offered. It is recognized that a student's basic needs must be met first before trying to educate the student; hence providing daily meals will remain one of the district's top priorities.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

No additional actions were listed; therefore, there are no differences to describe.

Overall Analysis

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

During the 2020-21 school year the district had small cohorts of students back on campus and provided a distance learning program for the large majority of students. Many lessons were learned that will be used to inform the reopening of the schools for the 2021-22 school year. Current stakeholder feedback indicates that our community is very supportive of the 3 previous LCAP goals. Therefore, with regards to the 2021-24 LCAP, the goals and actions will primarily remain the same as the goals and actions found within the 2019-20 LCAP. In general, the goals found within the 2019-20 LCAP are broad and the corresponding contributing actions are wide. This type of goal and action allow for the district to make the necessary adjustments to the "new" normal without completely changing what has been written in previous district LCAPs.

For in-person offerings, the district clearly recognizes the "new" importance of cleaning and sanitizing. Goal #2 and goal #3 of the 2021-24 LCAP will continue to provide actions/services that will help address this. Students, staff, and community members will be trained/educated on safety protocols and procedures that are in alignment with the state and county health departments. In addition to this, the district will continue to provide plenty of PPE (goal #2 action 6). Lastly, the district will continue to maintain, update, and support items related to this COVID safety initiative started during the Spring of 2020 such as safety messaging (social distancing signs and handwashing signs), hand washing stations, and providing individual water bottles for each student.

Not knowing when schools will have to close again, efforts will be made to continue to support distance learning. It is also recognized that students may be requesting this type of instruction at the start of the 2021-22 school year. Therefore, including actions/services in the 2021-24 LCAP that support this type of instruction will remain a district priority. So the district will continue with the "one-to-one" initiative (goal #1 action 6) and continue to provide internet to those students in need (goal #2 action 1). Overall, when it comes to

technology, the district has recognized the importance of maintaining an updated technology infrastructure and in general will continue to provide updated technology throughout the district (goal # 1 action 2). Since the start of the pandemic, the district has made so much progress when it comes to distance learning and invested heavily in it that it would be a regression to not continue to support it.

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

During the 2020-21 school year addressing learning loss began with assessing students. With local data in hand, teachers were able to provide strategic and focused lessons. For students with unique needs (English Learners, homeless, and Students with Disabilities), the district was able to bring back those most in need to be a part of a small cohort. For students were not given the opportunity to participate in a cohort, the district was able to address their needs by providing extended learning time and also by providing online learning programs that offer prescribed lessons and activities. Examples of extended learning time provided by the district include built-in time during the student's schedule, after or before school tutoring, and inter-session instructional time (winter break, spring break, and summer break)- all virtual.

For the 2021-24 LCAP, addressing learning loss will continue to be a district priority. This plan will include the actions mentioned above and many other supports to address learning loss.

Specifically, goal #1 of this plan will have the following actions that will address the issue of learning loss:

- Action #2 - Progress monitoring via technology
- Action #4 - Academic Counselors for secondary
- Action #5 - Learning interventions and supports
- Action #7 - Paraprofessionals for small group intervention
- Action #8 - Support Staff (guidance instructional specialist)
- Action #12 - EL program intervention and supports

For the start of the 2021-22 school year, student reading levels will be determined by using the Fountas and Pinnell and System 44 assessment programs. For the areas of ELA and Mathematics, local benchmarks will be used to determine student levels and needs. These assessments will continued to administered throughout the school year to monitor progress and to develop strategic lesson plans that shall help mitigate learning loss.

In general, the 3 broad goals found within 2021-24 LCAP will have many actions that will directly or indirectly help address the learning loss that has occurred for all our students including those students with unique needs.

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

A description of the substantive differences for the In-Person Instruction, Distance Learning Program, and Learning Loss sections has already been provided within each respective section of this plan. No additional actions were listed within the plan; therefore, there are no differences to describe.

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

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

At the end of the implementation of the 2019-20 LCAP and as the district moved to develop plans for the 2020-21 school year, a review of the following plan components was held with staff and stakeholders: goals, metrics, and actions. During these meetings the opportunity for feedback was provided. The feedback indicated that stakeholders were very supportive of the 3 broad-goals and of the data associated with each goal. For metrics that were not met, explanations were given on how specific actions found within the plan can work towards addressing the need. So if schools would not have closed, the 3 goals found within the 2019-20 LCAP and all of the actions associated with the goals would have continued. A review of the district's Learning Continuity and Attendance Plan has provided the district with critical insight on how to integrate some of the lessons learned (regarding health and safety guidelines and distance learning) during the 2020-21 school year into the development of the 21-22 through 23-24 LCAP.

The 2019-20 LCAP had 3 goals and many of the metrics cited in the plan were met. A closer look into the metrics that were not met for this plan reveals that actions associated with impacting these metrics take time to develop. This was clearly communicated with stakeholders. A survey conducted in Spring 2021 indicated that stakeholders are still pleased with the 3 goals and the actions associated with them. Therefore, the based on data and input from stakeholders, the 2021-24 LCAP will have the same goals, actions, and services as those found within the 2019-20 LCAP. During the 2020-21 school year the district experience a "new" normal due to COVID-19. This new normal included incorporating (1) recommended health and safety guidelines and (2) distance learning into all plans. The district and stakeholders agree that regardless of what type of instructional offering (in-person, hybrid, or distance learning) the district provides for the 2021-22 school year, following the health and safety guidelines and continuing to improve on the distance learning practice is important. Consequently, the 2021-24 LCAP will include improved and or expanded services in the area of safety (reflected in goal #2) to continue to help mitigate the spread of COVID-19. Additionally, the 2021-24 LCAP will also include improvements in the area of technology (reflected in goal #1 and #2) to continue to offer distance learning to those students who may request or need this method of instruction. With regards to technology, once experienced in it, it is difficult to resort back to older practices. So the belief is that our teaching staff will continue to use some of the practices learned during the 2020-21 school year to improve on strategies for our English Learners and other subgroups for increased engagement and increased academic achievement.

Addressing learning loss and focusing on the unique needs of our unduplicated student population will also be a priority of the 2021-24 LCAP. Assessments will be used to determine a starting point for all students. The district will use the following systems/programs to assess and review data: Illuminate, i-Ready, Fountas & Pinnell, Read 180/System 44, Imagine Learning, district benchmarks, and common formative assessments. The results of the Spring 21 state assessments including the ELPAC results will also be used. Site Principals along with site Guidance Instructional Specialist (GIS) will follow the lead of the district's director of Curriculum and Instruction in analyzing the data for the development of a plan. Site academic coaches will then work with the teaching staff and the site GIS's to ensure that students are receiving the needed interventions and the leveled instruction needed to recover any learning

loss. At the end of each quarter, data will be analyzed to monitor progress. To monitor progress with regards to state testing district benchmarks will be administered 3 times during the year and data will be shared with students, parents, teachers, and stakeholders. To truly address this matter, time will be needed. Therefore, the 2021-24 LCAP will include extended learning time in the form of before/after school tutoring, winter and spring break opportunities, and summer school. The district is committed to closing the academic gap and making all academic and enrichment opportunities accessible to all students including the unduplicated pupils.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mendota Unified School District	Jose M. Ochoa Director of State & Federal Programs	projects@mendotaschools.org (559) 655-2503

Plan Summary [2021-22]

General Information

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

Mendota California is a small rural community located on the western side of Fresno county with a population of approximately 13,500. California's drought situation has impacted the community. What once use to be a thriving farming community is now a resilient community that is less dependent on the farming industry; therefore, Mendota has become a part of the movement that includes technology and green energy. Years ago, people migrating to Mendota were primarily coming from Mexico in search of a better life through the agriculture industry. Trends now indicate that more families are migrating to Mendota from Central America in search of an opportunity to commence a new beginning. This immigration trend has made the City of Mendota a culturally rich community.

The Mendota Unified School District serves more than 3,600 students. Ninety-six percent are Hispanic and 96% of the students are socially-economically-disadvantaged. Approximately 56% of the students are classified as English Learners. A total of 7 schools serve these students: Washington Elementary School (K-1), Mendota Elementary School (K-6), McCabe Elementary School (2-6), Mendota Junior High School (7-8), Mendota High School (9-12), Mendota Continuation School (9-12), and Mendota Community Day School (6-12). Student safety and academic achievement along with providing many opportunities for continued growth and engagement for students and stakeholders are district priorities. Hiring practices for the district reflect the needs of the students. Providing highly qualified staff at all levels is at the core of the district's mission.

Approximately eleven percent of the students enrolled in the district are classified as Title III Immigrant students (students not born in the U.S. and attending U.S. schools for a total of less than 3 years). Many of these immigrant students are enrolling in our high schools with no transferable secondary course credits. The large majority of these newcomer-students come to us with little or no educational experience. Therefore, the district has established a newcomer program that provides these students with intensive support and access to the core offerings. Unfortunately, some of these newcomers are enrolling as 11th and 12th graders and the reality is that they will not be able to complete the 250 required credits to graduate with their respective cohort. The passage of AB 2121, which allows LEA's to waive graduation requirements for newcomer students, may help with this challenge assuming that these students will perform at a top level in every course they are enrolled in and assuming that no other variables will affect their progress. As the community of Mendota continues to offer immigrant families opportunities, our school district will continue to enroll these students. This is a challenge that the school district embraces and moves forward with by offering these students the needed services and opportunities for their continued growth.

Reflections: Successes

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

Due to COVID 19 state law has suspended the reporting of state and local indicators on the dashboard for the 2019/20 academic year. However, Mendota Unified School District would like to continue to reflect on previously reported data and provide current data as it becomes available.

In a school district where more than half of the student population is English Learner, the progress our schools' continue to make with this subgroup should be highlighted and celebrated. The 2018/19 dashboard data indicated that in the area of ELA our EL's increased 9 points and in the area of mathematics they increased 11 points. In addition, it must be noted that the graduation rate for our EL's increased to 64.8% from 58.2% and for the 2019/20 school year it was 64.3%. Another noted area of previous success for our English Learner population was the College/Career area; in 2018 15.8% were prepared and the most recent data (2019) provided by the dashboard shows that we have 26.2% prepared. Although schools were closed during the 2020/21 school year, CTE and AP offerings remained a priority for the district and course offerings in these areas did not decrease; the student information system demonstrates that our EL's continue to be enrolled in these offerings. Lastly, this subgroup has made significant gains in terms of reading on grade-level. During the 19/20 school year we had 48% of

K-6 English learners are reading on grade level. This current school year we have 35% of K-6 English Learners reading on grade level; a significant drop that can be attributed to the school closures and when in-person instruction resumes the focus of the district's Response to Intervention program will continue to be literacy. The district's continued focus on literacy has translated to increased reclassification rates. For the past 4 years the district's reclassification rate has been steadily increasing. During the 2017/18 school year our reclassification rate was 9%; for the 19/20 school year it was reported as being 12.8%. Lastly, 2018/19 ELPAC data indicates that more than half of our English Learners who took the assessment scored a level 3 or higher on the assessment.

For the 2021/22 school year the district will continue to place a huge emphasis on the Response to Intervention (RTI) program. The focus of the RTI program will continue to be literacy. This strategic focus has resulted in our students making positive gains in comprehension which in turn has resulted in an increase in the number of students exiting the English Learner Program as indicated above. Currently, the district has 35% of our English Learners in grades K-6 reading on grade level as measured by the Fountas and Pinnell literacy assessment. The district will continue to support this initiative and continue to hold the school sites accountable for progress in reading levels by requesting in depth data analysis from each respective school site. Goal #1 action 5 (Learning Interventions and Supports) of the 2021/22 LCAP details the RTI program.

Implementation of the state standards and ensuring that all students have access to the standards is a priority that the district continues to meet. According to the state-provided "self-assessment" tool, our district continues to make progress in implementing the state standards and in the area of providing instructional support for staff for proper execution of this. Ensuring that teachers have access to resources, support, and professional development for proper and data-driven execution of instructional practices has been and will continue to be the focus for improvement in both English Language Arts and Mathematics. Setting up systems, practices, and protocols, for staff to follow and ensuring that this is being implemented effectively has been and will continue to be a priority for the district.

Previous dashboard data indicates that the district made growth in the area of Mathematics (increased by 15.3 points). To maintain and build in the area of math, the district will continue to fund the "Teach-To-One" initiative at Mendota Junior High. The program was first implemented during the 2017/18 school year at Mendota Junior High School and data demonstrates positive growth for the two ensuing years - 9.7 points and 9.8 points respectively. Based on the performance outcomes with this program at Mendota Junior High, the district proceeded to implement this same program at Mendota High School during the 2019/20 school year. To assist the district's elementary schools in the area of mathematics, the district will continue with the Swun Math initiative. The latest dashboard data in the area of math demonstrates that both McCabe Elementary School and Mendota Elementary School both made increases after the initial implementation of the Swun Math program. To build upon this current success, teachers and staff will be provided with opportunities for professional development and continue to closely monitor student progress. Student monitoring and staff professional development is supported throughout the plan; details of this support can be evidenced within goal #1 action 8 (Support Staff) and within goal #3 action 5 (Professional Development - EL PD).

The increase with regards to the College and Career Readiness indicator during the 2018/19 school year can be attributed to the high school's continued focus on expanding the CTE program and increasing its Advanced Placement offerings. In addition, the high school has worked very hard in increasing its dual credit offerings through a partnership with West Hills Community College. Through this partnership, the high school has been able to create pathways that allow many students the opportunity to graduate from high school with an AA degree or career pathway certification(s). To support the dual credit initiative the district hired an additional teacher during the 2020/21 school year to oversee the dual credit program to ensure student progress and for accountability (goal #2 action 9 - College and Career Readiness). For continued success and growth in this area, the district will look to hire an additional agriculture teacher during the 2021/22 school year. The FFA project at Mendota High School is now ready for students and it is believed that student interest will continue to increase. In general, the district will continue to support the site's efforts in providing more opportunities for students to be able to be college and career ready and will hold site leadership accountable for the successful implementation and student completion of the programs. The details of the increased offerings and Mendota High school can be found within goal #2 action 9 (College & Career Readiness).

Safety is a district priority and the district continues to make improvements in this area. During the 2020/21 school year, the district provided funding for a total of 3 School Resource Officers. Furthermore, additional surveillance cameras were installed throughout the district. Professional development for staff in this area will continue to increase. School sites will still be required to conduct a minimum of three lockdown drills per school year. Lastly, during the 2019/20 school year a "Threat Assessment System" was being developed and will continue to be developed when schools reopen during the 2021/22 school year. To fully implement this threat assessment system, training and collaboration with outside agencies will be an ongoing need. For the 2021/22 school year, the district will continue to hold the safety of all as a priority and continue to support initiatives in this area as evidenced in goal #2 action 6 (Safe School Environment) and goal #2 action 13 (Personal Protection Equipment) of this plan.

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 2018 California School Dashboard indicated that Mendota Unified School District had 3 different subgroups with a significant performance gap when compared to all students in the same category. First, within the Graduation Rate indicator, the performance color for all students was "yellow" and for both the English Learner and Homeless subgroups it was "red". Secondly, in the area of English Language Arts, the performance color for all students was "yellow" and for the students with disabilities subgroup it was "red". The specific data pertaining to these subgroups in the respective areas has been closely analyzed and shared with all stakeholders for the purpose of attaining input and suggestions for improvement and growth.

To address the gaps found within the Graduation Rate indicator, the district identified students in both of these subgroups (English Learner and Homeless). A closer look at current and previous data reveals that there is a significant overlap between these identified students. Reports demonstrate that many of these students are newcomers that are living in a "doubled-up" condition. Data also revealed that many of

these students are entering the graduation cohort during the 11th and 12 grade. Previously, the focus for these students had been on providing them access to the core and support courses and not necessarily offering them the programs that would make them college and career ready. Since then, the district has established a newcomer pathway that has been revised to provide alignment with AB 2121 and the requirements of being college and career ready. In addition, the district was previously identified for Differentiated Assistance (technical support through the county office of education). Through this collaboration, it was found that the district needs to provide more opportunities for these students to develop a connection with the school by developing and creating more involvement/engagement opportunities for these students during and after school. Therefore, the 2018/19 and 2019/20 LCAPs had services that would help address these needs. Since then, the graduation rate for the Homeless student group has increased from 42.4% to 73.7% (+31.3%). Moving forward, the district will continue to expand on the CTE offerings (goal #2 action 9 - College and Career Readiness). Secondly, parent meetings will be held to offer information on the opportunities offered by the high school (goal #2 action 7 - Parent & Stakeholder Participation/Engagement). For students not making positive progress, intervention programs will continue to be in place such as tutoring and the newcomer pathway. Both the Guidance Instructional Specialist (GIS) and the Academic Coach will continue to work with students and staff to ensure progress and the site principal will continue to closely monitor this (goal #1 action 8 - Support Staff and goal #1 action 5 - Learning Intervention and Supports). Lastly, to address this need the district was awarded a grant that allowed the hire of a counselor that will solely focus on these students. This will provide these students with more individualized attention and focus. The goal is that with this counselor and the supports provided by this plan (21/22 LCAP) these students (English Learners and homeless students) will have an increase in graduation rate.

According to the California School Dashboard, our English Language Arts performance indicator shows that our level of performance for all students in this area was "yellow". This same report indicates that the Students with Disabilities group is two performance levels below; "red". To address this gap, the district will start by seeking to hire qualified teachers for this department (Special Education). Then the district will provide the adequate and appropriate resources along with professional development for the staff. These steps, actions, and services are detailed within this plan and can be found under goal #1 action 3 (Maintain IDEA Compliance) and goal #3 actions 2 & 5 - Certificated Staff & Professional Development (EL PD).

LCAP Highlights

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

Remaining as a district priority is "SAFETY". We believe that prior to educating a student, the student must feel safe and must be provided with a safe learning environment. The COVID-19 Pandemic has added a whole new layer of safety for students and staff. Therefore, the district will support purchases related to Personal Protection Equipment (PPE) and materials/supplies/resources related to sanitation. So this year's plan will continue to outline improved services in the area of safety. Evidence of this can be found within goal #2 action 6 (Safe School Environment) and in goal #2 action 13 (Personal Protection Equipment)

In recent years, the district has made major improvements in the area of technology - from having limited computer labs to now being a "one-to-one" school district. To maintain/sustain this effort the district will continue to invest in this area. This can be evidence by reviewing goal #1 action 6 (Technology in & out of the classroom) and goal #2 action 1 (Information technology). In addition to this, after experiencing school closures and distance learning, the district will continue to make improvements to the district's technology infrastructure and provide internet service to students in need (goal #1 action 2 - Progress monitoring via technology and goal #2 action 8 - 21st century learning environments & opportunities).

Professional development will be another key focus area for the district. Ensuring that staff is adequately equipped and enabled to instruct our students including our English Learners is important. Therefore, providing ongoing professional development for all staff will remain a constant. Support of this can be found throughout the plan, but specifically for our English Learners, within goal #3 action 5 (Professional development - EL PD). Instructional support for teachers will also be provided in the form of Academic Coaches (goal #3 action 6 - Instructional support) and Instructional Aides (goal #1 action 7 - Paraprofessionals).

Finding and attracting quality teachers that are properly credentialed has been an ongoing challenge for the district. Therefore, the district will partner with Fresno County Superintendent of Schools (FCSS) in a collaborative residency program to attract "homegrown" teachers (goal #3 action 7 - Rural residency program).

Emphasis will also be placed on Parent Engagement. The district has seen a steady increase in parent participation in district and site specific involvement/engagement opportunities. The belief is that a collaborative partnership with parents contributes to academic growth. Details of this initiative can be found within goal #2 in actions 4 and 7 (Communication and outreach and Parent and stakeholder participation/engagement).

As enrollment continues to increase, providing smaller class sizes for quality instruction continues to be a priority. The details of this district wide initiative can be found within goal #1 action 10 (Class size reduction).

Understanding that our student population is diverse, the district will continue to provide many opportunities for students to engage in such as band in the elementary schools and and increased/improved programs in the area of career technical education and dual credit programs through West Hills Community College. Evidence of this can be found within goal #2 actions 9 and 11 (College and career readiness and facility improvements).

Lastly, response to Intervention (RTI) continues to play a key role in our students' academic achievements. The focus of RTI is literacy; the ultimate goal of the program is that all students read on grade level. Implementation of the program is made possible by the Guidance Instructional Specialist (GIS) at each school site who monitor student progress throughout the school year. The RTI program is embedded within the instructional day at all of our elementary schools. We believe that improvement in the area of reading will also result in overall

improved academic achievement. The support staff for this district initiative and program details can be found within goal #1 actions 5, 7, and 8 (Learning interventions and supports, paraprofessionals, and Guidance instructional specialist).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No school was eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Mendota Unified School District used a variety of methods to solicit input from all of the stakeholder groups. Stakeholder groups included parents, students, certificated staff, classified staff, site administration, district administration, Fresno County SELPA, and the local bargaining units for classified and certificated staff. The district held SSC, ELAC, DELAC and DAC meetings to discuss data and to monitor the progress of students throughout the school year in an effort to inform stakeholders of the district's progress with site specific goals and LCAP goals, discuss actions that were implemented to achieve the goals, and shared evidence that showed progress toward meeting targets. In addition, during all the meetings held during the Spring of 2021, the district provided meeting participants the opportunity to complete an LCFF/LCAP survey. The LCFF/LCAP survey was used to collect feedback from parents and participants on their level of satisfaction with district goals and actions/services. This survey was mailed to all families and posted on the district website for increased participation. All communications regarding the LCFF/LCAP survey were both in Spanish and English.

Throughout the school year comprehensive needs assessment meetings were held with district administrators and site administrators. Administrators reviewed data aligned with the metrics to determine if progress was being made in achieving the desired outcomes. Meetings were scheduled as data became available locally and through the state. Data analysis included a broad overview of reviewing aggregate data to determine areas of progress and/or concern. Follow up meetings included a deeper dive into the data by reviewing student detailed reports. The following meetings were held:

*August and October 2020 - Data was reviewed with principals who in turn reviewed the data with the teaching staff

*January 2021 - The Director of Instruction and Curriculum met individually with site principals to develop a plan to help mitigate learning loss and to establish a plan on how to best support the teaching staff during "distance learning". Training opportunities were discussed and scheduled to support teachers and students.

For the LCAP Year in Review meetings' the Director of State & Federal Programs collaborated with other district officials to develop materials for presentations to stakeholders. The outcome of this collaboration was a presentation for stakeholders that contained the following information.

1. A clear description of what LCFF is and what the development of the LCAP would entail
2. Data related to the eight state priorities as a point of reference for all stakeholder groups
3. The district's current mission and vision
4. The district's current plan, current goals, and current obligations

5. "Pupils" - unduplicated pupil representation included; almost 100% of our students are included in the unduplicated count.

All of this information was compiled prior to key presentations in which input was solicited from each stakeholder group. Presentations and corresponding materials were presented to the following groups:

Fresno County SELPA - February 17, 2021

District Advisory Council (DAC) - February 23, 2021 , 2021

MUSD Administration (Principals, Directors, CBO, and Superintendent) - February 24, 2021

Secondary Students (MJHS) - March 1, 2021

Community Members & Parents - March 2, 2021

Community Members & Parents - March 4, 2021

Secondary Students (MHS) - March 8, 2021

Classified (CSEA) & Classified - March 9, 2021

Certificated (MTA) & Teachers - March 11, 2021

District English Learner Advisory Council (DELAC) - April 13, 2021

The draft LCAP was presented to DAC and DELAC on May 6, 2021 for their respective review and comment. During this meeting members engaged in discussion and expressed their support of the current goals, actions, and desired outcome. No comments were made by the DAC or DELAC.

After gathering input from stakeholders, the district made the draft LCAP available to the public for any additional input. The public was notified via phone calls and a letter was sent home. The district continued with its process by providing the public hearing and later submitting the final LCAP to the local board.

5/3/2021 - Public comment period for two weeks (draft LCAP was made available online and hard copies were available upon request)

5/27/2020 - Public Hearing

6/24/2020 - Local Board adopts the LCAP and approves the district budget; local indicator outcomes were presented as a non-consent item

6/27/2020 - LCAP submitted to Fresno County Superintendent of Schools for approval

A summary of the feedback provided by specific stakeholder groups.

At each of the LCAP stakeholder engagement meetings, input was gathered regarding the goals, actions, and LCAP metrics-data including desired outcomes. Based on discussions and written input from the meetings and various surveys, stakeholders:

- 1) across all schools have expressed the need to maintain smaller class sizes across all grade levels
- 2) requested actions that would lead to safe school environments including providing personal protection equipment for a safe return to school in August of 2021
- 3) requested professional development in the areas of Social Emotional learning
- 4) requested transportation for students participating in after-school tutoring
- 5) requested parent education to connect with their students' learning

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

As a result of stakeholder input and Mendota Unified School District's analysis of trend data and progress monitoring, the following aspects of the LCAP were explored for adjustment:

- 1) Further data analysis regarding chronic absenteeism to determine if there are gaps between all students and other student groups. The district will determine if separate desired outcome targets should be included for student groups with a performance gap. The district along with stakeholders will explore possible root causes that may be contributing to the district's high rate of chronic absenteeism.
- 2) Further research will be conducted to explore possible program options for the increasing amount of newcomers that are enrolling at Mendota High School in the 11th and 12th grades. This immigration trend into our school district continues to negatively affect the district's graduation rate. The continued expansion of offerings at MHS has positively affected our CCI rate on the dashboard but nevertheless our graduation rate remains low (80.7%). The district along with stakeholders will explore program options and then look to provide these students with the best services (including access to core offerings) that will allow them to be successful beyond high school.

The following aspects of the LCAP will be continued as a result of stakeholder support via verbal and written feedback:

- 1) All goals and actions will be continued and monitored. Stakeholders were supportive of maintaining the broad goals that captured specific actions intended to provide services to all students and actions intended to provide services to English Learners, foster youth, low-income students, and students with exceptional needs.

2) There will be a continued focus on closing the achievement gap for ELs, homeless students, and students with disabilities in the areas of graduation rate and English Language Arts. Actions supporting this focus are reflected in Goal 1.

3) Desired outcomes for all LCAP metrics will be continued. A deeper data dive for chronic absenteeism will be conducted and an adjustment may be pending.

Based on the feedback provided the district will:

1) Work on maintaining smaller class sizes across all grade levels - goal #1 action 10 (Class Size Reduction)

2) Continue to improve on student and staff safety - goal #2 action 13 (Personal Protection Equipment)

3) Provide professional development in the areas of Social Emotional learning - goal #3 action 5 (Professional Development)

4) Provide after school tutoring including transportation if needed - goal #1 action 5 (Learning Interventions and Supports) and goal #1 action 12 (EL Program Interventions and Supports)

5) Provide parent training - goal #2 action 7 (Parent & Stakeholder Participation/Engagement)

Mendota Unified School District will continue to collaborate with stakeholders throughout the school year to explore and monitor the progress of implemented actions.

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement for all students including English Learners, low-income students, and students with disabilities.

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data shows that Mendota Unified School District needs to increase the academic achievement of all students, including unduplicated students and student groups with a performance gap. The actions and metrics associated with this goal were chosen specifically to target and improve academic performance of all students by ensuring that all are progress monitored and intervention services are provided as needed. These actions/services will contribute to closing the achievement gaps. The metrics will illustrate the year-to-year growth of both all students and student groups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of standards for all students and enable ELs to access to CCSS and ELD standards	4.8 = full implementation Data Year: 2020-21 Data Source: State provided reflection tool				5.0 = Full Implementation and Sustainability Year: 2023-24 Data Source: State provided reflection tool
Smarter Balanced ELA	Met or exceeded standards:				Met or exceed standards: All Students = 50.56% SWD = 16.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Note: Local benchmarks will be used until CAASPP results become available</p>	<p>Local 2021 Benchmark data</p> <p>Elementary 16% Data Year: 2020-21 Data Source: i-Ready</p> <p>Junior High 54.6% Data Year: 2020-21 Data Source: CFA's</p> <p>High School 50% Data Year: 2020-21 Data Source: CFA's</p> <p>Smarter Balanced TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20</p>				<p>Data Year: TBD</p> <p>Data Source: CAASPP Test Results</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Smarter Balanced Math</p> <p>Note: Local benchmarks will be used until CAASPP results become available</p>	<p>Met or exceeded standards:</p> <p>Local 2021 Benchmark data</p> <p>Elementary 11% Data Year: 2020-21 Data Source: i-Ready</p> <p>Junior High 37.9% Data Year: 2020-21 Data Source: CFA's</p> <p>High School 60% Data Year: 2020-21 Data Source: CFA's</p> <p>Smarter Balanced TBD once results become available. Data Year: 2020</p>				<p>Met or exceeded standards: All Students = 38.35% SWD = 16.5%</p> <p>Data Year: TBD Data Source: CAASPP Test Results</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Suspended due to Executive Order N-30-20				
Access to standards aligned instructional materials	Access to standards aligned instructional materials: 100% Year: 2020-21 Data Source: State provided reflection tool				Access to standards aligned instructional materials: 100% - Maintain Year: 2023-24 Data Source: State provided reflection tool
EL students making progress toward English Proficiency	51.5% Data Year: Spring 2018 & 19 Data Source: Dashboard Fall 2019				56.5% Data Year: 2022-23 Data Source: Dashboard Fall 2023
EL Reclassification Rate	12.8% Data Year: 2019-20 Data Source: DataQuest				15.8% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	80.7% All 64.3% ELs 68.4% Homeless Data Year: 2019-20 Data Source: DataQuest				83.7% All 67.3% ELs 71.4% Homeless Data Year: 2022-23 Data Source: DataQuest
EAP ELA Note: Local benchmarks will be used until CAASPP results become available	50% college ready or conditionally ready Data Year: Spring 21 Data Source: CFA's Smarter Balanced 2018/19 results 64.71% college ready or conditionally ready				73.71% college ready or conditionally ready Data Year: TBD Data Source: CAASPP test results
EAP Math Note: Local benchmarks will be used until CAASPP results become available	60% college ready or conditionally ready Data Year: Spring 21 Data Source: CFA's Smarter Balanced 2018/19 results 27.72% college ready or conditionally ready				36.72% college ready or conditionally ready Data Year: TBD Data Source: CAASPP test results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	40.6% Data Year: 2019-20 Data Source: DataQuest				43.6% Data Year: 2022-23 Data Source: DataQuest
AP Passing Rate	49% Data Year: 2019-20 Data Source: College Board AP Central				52% Data Year: 2022-23 Data Source: College Board AP Central

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Curriculum	The district will provide updated standards aligned curriculum in all core content areas including Special Education and Pre-K for the improvement of academic achievement of all students. The district will also look to update, replace, or replenish curriculum, curriculum resources, and other core related instructional materials as needed.	\$926,100.00	No
2	Progress Monitoring Via Technology	The district will monitor the progress of all students and subgroups via benchmark assessments and data disaggregation programs. To do this, the district must stay current with all technology advances and continue to improve on the infrastructure related to technology. This will provide support for academic progress and on-going analysis of student performance data. In addition, the district will maintain an up to date student information system.	\$397,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Maintain IDEA Compliance	<p>The district will monitor and guide the execution of a compliant Special Education program. The Special Education program will consist of social and emotional supports to ensure proper implementation of specific teaching strategies that will assist all students with disabilities in accessing Common Core instruction and other curricular areas.</p> <p>The district will also provide curricular and instructional resources for students with moderate to severe disabilities so that they can access Common Core instruction.</p>	\$2,532,497.00	No
4	Academic Counselors	Staff to monitor all student progress using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates. To do this the district will retain the current Academic Counselors (GIA's) and necessary support staff - high school registrar.	\$544,500.00	No
5	Learning Interventions and Supports	A review of our current dashboard data reflects that our unduplicated students require more support in the areas of Language Arts, Mathematics, College and Career Readiness, and Graduation rate. In an effort to better support our unduplicated students with the pace of instruction the district will provide a variety of learning supports principally directed towards these students including differentiated instruction, early academic language support, reading intervention (Guided Reading Program), after school tutoring, summer school, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for students as needed.	\$911,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To assist with the implementation of this action, the district will support purchases of supplemental classroom supplies that will enhance the lesson delivery and lesson content in all classrooms.</p> <p>Previous district data demonstrates positive growth in the following areas for our unduplicated students: Language Arts, Mathematics, College and Career Readiness, and Graduation rate.</p> <p>Based on our data and implementation experience and outcomes, we believe this action will be effective in meeting this goal for our unduplicated students because our experience shows that providing more targeted small group lessons with the use of supplemental materials will help improve results in the academic achievement areas of the dashboard (ELA, Math, CCI, and Grad Rate) including the English Learner Progress indicator.</p> <p>In addition, this action will also help address learning loss that may have occurred due to school closures.</p>		
6	Technology In & Out of Classroom	<p>The current dashboard indicates that our unduplicated students are making progress toward academic achievement, yet are still not to our desired goal. In addition, based on local surveys, it is also known that our unduplicated students lack technology availability (personal devices and internet); therefore, the district will continue with both the "Google Schools" (a technology platform for students and teachers to interact with for lesson delivery and student assignments) & "One to One" initiatives (a Google Chromebook for each student in the district). Fulfilling this will provide all students a better opportunity to advance and grow academically through the use of technology enhanced instruction and programs. The One to One initiative is also needed to continue to provide a "distance-learning" program for those students requesting this service during the 2021-22 school year.</p>	\$1,109,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To assist with the execution of this action the district will contract with FCSS for technological support with implementation of district initiatives that provide additional learning assistance for the unduplicated student population.</p> <p>The district's data from the 2018/19 school year demonstrates positive growth in the following areas for our unduplicated students: Language Arts, Mathematics, College and Career Readiness, and Graduation rate.</p> <p>Based on our data and implementation experience and outcomes, we believe this action will be effective in meeting this goal for our unduplicated students because providing additional technology will continue to enhance learning experiences and access which will continue to help improve results in the academic achievement areas of the dashboard (ELA, Math, CCI, and Grad Rate) including the English Learner Progress indicator.</p>		
7	Paraprofessionals	<p>The current dashboard data indicates that our unduplicated student population is making progress toward academic achievement, yet are still not to our desired goal; therefore, the district will provide Highly Qualified Paraprofessionals to assist teachers with providing individualized and or small group intervention supports to students most in need. To accomplish this the district will retain the current staff (paraprofessionals), and provide them with professional development as needed and hire additional instructional aides if needed based on supporting data and other supporting documentation.</p>	\$670,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The district's data from the 2018/19 school year demonstrates overall positive growth for our unduplicated students in the area of Language Arts and Mathematics. In addition, current Fountas and Pinnell data indicates that 35% of K-6 EL students are reading on grade level which is a significant increase from when this action was first implemented. Based on this data and implementation experience, we believe that by providing targeted small group instruction through the use of paraeducators will be effective in closing the achievement gap for our unduplicated students including our English Learners and Homeless students.</p>		
8	Guidance Instructional Specialist	<p>The current dashboard data indicates that our unduplicated student population is making progress toward academic achievement, yet are still not to our desired goal; therefore, the district will provide Site Guidance Instructional Specialist to monitor the progress of the unduplicated student population using local assessments, district benchmark assessments, grade reports, transcripts, and promotion and retention rates to increase student achievement. The district will retain all the current GIS positions and the VP position at Mendota Junior High to assist with the execution of this service. Staff members in these positions will also provide additional support services for the English Learner and homeless subgroups to ensure that they are making adequate academic progress.</p> <p>In general, the district made gains in all of the six state indicators on the dashboard; including the district's unduplicated student population. So based on this and implementation experience of providing personnel to focus their attention on monitoring the progress and supports provided to unduplicated youth will continue to help the district make positive growth in local benchmarks, state assessments, and within the graduation rate.</p>	\$670,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Newcomer Orientation	<p>The district continues to enroll new immigrant students that have never been in U.S. schools. The registration process can be an intimidating process for many of these students and their families. To assist with the process of assimilation into the district and to ensure that families and students know about the resources available to them, the district will continue to provide "Newcomer Orientation" for new students entering the district.</p> <p>This service will allow the district to provide appropriate resources, immediate program enrollment, and guidance for the continued academic growth of the new enrollee. We believe that this action/service will reduce the anxiety and stress related with entering a new school and allow the student to better focus on academics. Since the inception of this action, the graduation rate for the unduplicated student population has been steadily increasing.</p>	\$75,000.00	Yes
10	Class Size Reduction	<p>Current dashboard data indicates that our unduplicated students are making progress toward academic achievement, yet are still not to our desired goal. Therefore, to ensure that these students receive the instruction and attention needed for continued academic growth the district will continue to provide smaller class sizes in grades 4-12 as needs are identified by data.</p> <p>Research has shown that smaller class size allows teachers the opportunity to quickly identify any potential learning gaps and provide tailored instruction to best meet the students' academic needs. Smaller class sizes lead to more one-on-one attention from the teacher, tailored instruction, less disruption and more time for instruction which has allowed for teachers and students to focus on learning needs, thus leading to increased skill development and overall increased academic performance. Current review of dashboard data demonstrates our unduplicated student population has made gains in ELA and Math in addition to the graduation rate increasing.</p>	\$1,150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Curricular Oversight	The current Dashboard indicates that our unduplicated students are making progress toward academic achievement, yet are still not to our desired goal in the areas of ELA and Math. Therefore to ensure that staff and teachers fully implement the state aligned and adopted curriculum along with necessary intervention supports, the district will provide oversight of all curricular areas, through the position of a Director of C & I. This position will focus on providing the necessary training for additional professional development and support for students not performing on grade level. This enhanced level of professional learning and academic data analysis will ensure a system of support for teachers with actionable next steps to provide tailored instruction to students with identified needs, specifically homeless, English Learners and students with unique needs. Tailored instruction will allow teachers to fill learning gaps, which in turn will increase student achievement. A look at data from the 2018/19 school year shows that the district has made gains in all of the six state indicators in addition to making gains in the implementation of the state standards as measured by the self reflection tool provided by the state department. Therefore, based on this and implementation experience, we believe this action will be effective in meeting this goal for the unduplicated student population.	\$180,417.00	Yes
12	English Learner Program Interventions and Supports	The current dashboard data indicates that our English Learners are making progress toward academic achievement, yet are still not to our desired goal in the areas of Language Arts, Mathematics, College and Career Readiness, and Graduation rate. Therefore to ensure that English Learners are able keep up with the pace of instruction and not allow them to fall behind, the district will provide a variety of learning supports principally directed towards this group including differentiated instruction, early academic language support, reading intervention (Guided Reading Program), tutoring, summer school, and enrichment opportunities/activities consistent with our district initiatives (RTI, Best Practices, PLC's, & Instructional Rounds) for these students.	\$911,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To assist with the implementation of this action, the district will support purchases of supplemental classroom supplies that will enhance the lesson delivery and lesson content of all classrooms.</p> <p>The district's data from the previous school year demonstrates positive growth in the following areas for our English Learners: Language Arts, Mathematics, College and Career Readiness, and Graduation rate. Furthermore, the districts English Learner Progress indicator shows that 51.5% of our EL's are making progress towards English proficiency.</p> <p>Based on our data and implementation experience and outcomes, we believe this action will be effective in meeting this goal for our English Learners because our experience shows it will help improve results in the academic achievement areas of the dashboard (ELA, Math, CCI, and Grad Rate) including the English Learner Progress indicator.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide safe schools with many opportunities for involvement for all students including the district's student groups and parents.

An explanation of why the LEA has developed this goal.

This goal was developed because a closer look at data shows that Mendota Unified School District needs to decrease the following rates chronic absenteeism and high school dropout, and increase overall Parent Involvement/engagement. The actions and metrics associated with this goal were chosen specifically to create new opportunities for engagement and improve upon currently offered engagement opportunities for all students including the subgroups. These actions/services will contribute to improvement in the average daily attendance rate, CTE participation and completer rates, and result in overall gains academically in addition to the contribution of closing any existing achievement gaps. The metrics will illustrate the year-to-year growth of both all students and student subgroups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CalPads Fall 1 (1.9)				0% Data Year: 2022-23 Data Source: CalPads Fall 1 (1.9)
High School Dropout Rate	All 11.5% EL 21.4% Homeless 15.8% Data Year: 2019-20 Data Source: DataQuest				All 8.5% EL 18.4% Homeless 12.8% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	52.1% Data Year: 2019-20 Data Source: CalPads EOY 1 (3.15)				55% Data Year: 2022-23 Data Source: CalPads EOY 1 (3.15)
A-G Completion and CTE Pathway Completion Rate	27.6% Data Year: 2019-20 Data Source: CalPads EOY 1 (3.15 & 15.2)				30.6% Data Year: 2022-23 Data Source: CalPads EOY 1 (3.15 & 15.2)
Attendance Rate	94.6% Data Year: 2019-20 Data Source: District ADA Report thru Feb. 28				97.6% Data Year: 2022-23 Data Source: District ADA Report thru Feb. 28
Chronic Absenteeism	12.8% (K-12) Data Year: 2019-20 Data Source: CalPads EOY 3 (14.1)				9.8% (K-12) Data Year: 2022-23 Data Source: CalPads EOY 3 (14.1)
Suspension Rate	2.5% Data Year: 2019-20 Data Source: DataQuest				1% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest				Maintain or below 0.5% Data Year: 2022-23 Data Source: DataQuest
Sense of Safety and School Connectedness	Sense of School Safety 5th Grade = 79% 7th Grade = 64% 9th Grade = 70% 11th Grade = 76% Data Year: Due to COVID and students not being in school during the 2020/21 school year, 2018/19 data will be used for this metric School Connectedness 5th Grade = 70% 7th Grade = 60% 9th Grade = 50% 11th Grade = 46% Data Year: 2020/21				Sense of School Safety 5th Grade = 85% 7th Grade = 70% 9th Grade = 76% 11th Grade = 82% School Connectedness 5th Grade = 76% 7th Grade = 66% 9th Grade = 56% 11th Grade = 52% Data Year: 2023-24 Data Source: California Healthy Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: California Healthy Kids Survey				
Parent Input and Promotion of Parent Participation	3.8 out of 5 (Initial Implementation) Data Year: 2020-21 Data Source: Self Evaluation tool-CDE				4.4 out of 5 (Full Implementation) Data Year: 2023-24 Data Source: Self Evaluation tool-CDE
Access to A Broad Course of Study	100% Data Year: 2019-20 Data Source: Teacher and/or Master Schedule				100% Data Year: 2022-23 Data Source: Teacher and/or Master Schedule
Other Pupil Outcomes	39.1% Prepared for College/Career Data Year: 2018-19 Data Source: Dashboard Fall 2019				44.1% Prepared for College/Career Data Year: 2022-23 Data Source: Dashboard Fall 2023

Actions

Action #	Title	Description	Total Funds	Contributing
1	Information Technology	<p>Living in a rural area, our unduplicated student population has some of the least access to technology outside of the school environment. Information obtained and knowledge gained through technology access is essential to 21st century learning. Therefore, the district will continue to progress in the area of technology to ensure that the unduplicated students of this community have access to the essential technological advancements to keep up and stay current with the new teaching and learning trends of the 21st century. The district will continue to provide hotspots for those students in need of internet service.</p> <p>For oversight and assistance with the implementation of the district's technology plan and this action/service, the district will continue to provide a technology technician/manager. This position will ensure that every student and teacher has access to technology and a 21st century education. By using and incorporating technology, lesson delivery will have increased student engagement which is expected to increase scores on state assessments.</p> <p>Current dashboard data demonstrates that the unduplicated student population has been making academic gains in all academic areas due to the incorporation of technology in all classrooms.</p>	\$96,680.00	Yes
2	Materials/Supplies for Core Offerings	The district will provide core instruction with 21st century themes to facilitate the development of "learning and innovation skills" that are needed for academic advancement. In addition, the district will provide textbooks, materials, and supplies for classes/sections such as social studies, physical education, science, and computers to keep up with the changes and growth in these subject areas.	\$392,047.00	No

Action #	Title	Description	Total Funds	Contributing
3	Transportation	The district will provide transportation to ensure daily student attendance for qualifying students within the district transportation boundaries.	\$2,650,000.00	No
4	Communication & Outreach	<p>School sites and district will communicate regularly via the website and phone outreach for increased parent and family participation/engagement.</p> <p>School sites and district will ensure that all required parent notices and relevant school/district documents are translated. (TransAct & Document Tracking Services)</p>	\$38,202.00	No
5	Mental & Physical Health	<p>Current enrollment trends into our district demonstrate that many students are coming to us from Central America fleeing unstable environments that may affect the mental and physical well-being of the student. These same students along with our unduplicated student population have some of the lowest achievement levels and also demonstrate a high Chronic Absenteeism rate. Therefore, the district will provide services in the areas of mental and physical health.</p> <p>The district will continue to retain the current psychologists (3.6 FTE) to help address the increasing mental health needs of this population by screening and treating those students in need. To address the physical health needs of this student population the district will continue to provide a Registered Nurse for immediate attention removing the need to leave a school site for minor and routine physical observations and physical assessments. By providing school psychologists and a registered nurse, students' basic social-emotional and health needs will be met, allowing them the opportunity</p>	\$563,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to access their education and attend school on a regular basis. Even more so, it is believed that through this action, students will attend school more regularly and have a stronger connection to their school campus.</p> <p>The unduplicated student population has made positive growth academically in addition to maintaining the rate of Chronic Absenteeism since the implementation of this action.</p>		
6	Safe School Environment	<p>Current dashboard data demonstrates that our unduplicated student population have made progress, yet they are not at the desired goal academically. In addition, local student surveys indicate that these students have some of the lowest participation levels in enrichment programs and extracurricular activities. A closer look at survey results demonstrate that lack of participation may be due to the fact that students do not feel connected or a part of the school. Therefore, maintaining an inviting and healthy/stable environment that will increase student connection to school is a priority.</p> <p>The district will do this by:</p> <p>1. Implementing effective behavioral programs: PBIS, SUITE 360, and other programs are recommended by staff. By implementing these programs, students will learn how to self-regulate and problem solve; and they will participate in anti-bullying activities and build a culture of inclusiveness. Students will feel safe and connected to their campus.</p>	\$1,100,263.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. Retaining all school nurses. School nurses are able to identify students that might have chronic absences due to minor illnesses. They can work with families on offering resources to support students at home and at school. Through the added adult-student relationships, students will feel a strong connection to their school.</p> <p>3. Retaining the campus monitors at MHS and MJHS and the District-Wide School Resource Officers (3). Campus monitors are active on school sights to ensure all students are safe. They are preventative and building positive relationships with students is at the core. Students have reported they feel safe on campus due to the presence of the campus monitors.</p> <p>4. Continuing to conduct the California Healthy Kids Survey. The CHKS is a method for students to provide honest feedback on their school connectedness. The results of the survey provide the district with information from the student perspective on how to improve their school. The schools then make adaptations to work toward increasing students' sense of belonging and connectedness.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The unduplicated student population data on the dashboard currently has made positive growth academically in addition to maintaining the rate of Chronic Absenteeism since the implementation of this action and based on CHKS survey results, we believe these actions will be effective in increasing academic performance and reducing the chronic absenteeism rate.</p>		
7	Parent & Stakeholder Participation/Engagement	<p>Current dashboard data demonstrates that our unduplicated student population have made progress, yet they are not at the desired goal academically. Furthermore, knowing and understanding that parent and stakeholder involvement is important to increasing academic achievement, the district will provide:</p> <p>1) parent training with a focus on the (1) the educational system, and (2) on how to build relationships and partnerships with schools</p> <p>2) materials that will increase the involvement/ engagement of all stakeholders</p> <p>In addition, to improve on the participation rate of these parents the district will provide child care and any other services and resources needed to ensure successful meetings and events. District and site administrators may also try to increase participation by looking to provide other miscellaneous services and resources during district and site events that will increase participation. Research indicates that higher parent participation typically results in higher student academic achievement. Since MUSD is committed to building relationships with parents and meeting their needs, the district implements this action with the goal to increase parents connection to their children’s school, which in turn will increase parent participation.</p>	\$28,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Therefore, based on dashboard data and implementation experience and positive outcomes since the start of the implementation of this action/service, we believe this action will be effective in meeting this goal for improving parent and stakeholder participation in district and site events/functions which will translate to increased academic achievement for this population of students.</p>		
8	21st Century Learning Environments & Opportunities	<p>Current dashboard data demonstrates that our unduplicated student population have made progress, yet they are not at the desired goal academically. A 21st century learning environment takes into consideration the ways in which students learn best. To ensure that the district provides a learning environment that will allow the unique learning needs of the unduplicated students to be met, the district will continue working on providing a 21st century learning environment.</p> <p>Learning environments today need to incorporate the demands of the modern world. Therefore, the district will support the creation of 21st century learning environments and provide access to 21st century resources and services for all including the unduplicated student population. This includes updating classrooms with current technology (interactive boards and related expenditures) and updating classroom furniture that facilitates the use of electronic devices and the interactive boards.</p> <p>In addition, the district will continue to support this theme by:</p> <p>Providing internet for students in need to help resolve the digital divide.</p>	\$1,101,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Supporting programs such as MESA and other innovative programs as suggested by administration.</p> <p>Retaining all library media specialist to continue to build 21st century libraries and to establish career centers at each secondary library.</p> <p>Continuing to contract with FCSS for IT support and for staff professional development services. This will assist in addressing the district's technology needs and requests that are made to support the implementation of all supplemental technology programs including but limited to devices and software.</p> <p>Although the unduplicated student population data on the dashboard currently demonstrates low academic achievement levels and a high rate of Chronic Absenteeism, it should be recognized that the unduplicated student population has made positive growth academically in addition to maintaining the rate of Chronic Absenteeism.</p> <p>Based on dashboard data, which demonstrates that our unduplicated student population have made academic progress and our implementation experience, we believe this action will be effective in meeting this goal for our unduplicated student population because research indicates that creating a 21st century learning environment will help improve the engagement and academic achievement of students, especially for students who may lack a 21st century environment outside of school and in the home.</p>		

Action #	Title	Description	Total Funds	Contributing
9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	<p>Visual and performing arts, CTE courses, and dual enrollment courses are vital for enrollment into post-secondary institutions. Therefore providing increased access to these classes/courses for our unduplicated student population shall increase the participation rate of these students in post-secondary learning institutions. To increase access for these students the district will:</p> <p>Retain all of the hires from the previous school year(s) - 6 teachers total:</p> <ul style="list-style-type: none"> *1 Ag Teacher @ MHS *1 Small Engine @ MHS *1 Spanish @ MJHS *1 Band for elementaries *2 CTE @ MHS <p>Due to the recent success in the area of College and Career Readiness and the increasing popularity of the dual enrollment program at Mendota High School, the district will look to hire an additional teacher to oversee the implementation of this program to hold students accountable and monitor progress. This is a need because students are taking a variety of courses and instructor availability is limited. Therefore, hiring a teacher to facilitate a lab setting will allow students to take many and a variety of online offerings increasing the dual enrollment opportunities of the unduplicated student population.</p> <p>Finalize the Future Farmers of America expansion project - Build on what was started so that students can continue to have all the opportunities offered by the program and allow them to be competitive.</p> <p>*As the FFA expansion project comes to an end and the due to the increasing student interest this curricular area, the district will look to</p>	\$2,425,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>hire an additional agriculture teacher for Mendota High School during the 2021/22 school year.</p> <p>Continue to provide band support in the form of equipment and other materials needed for performances and competitions. The district will look to hire an additional Band teacher for the elementary schools to provide a more consistent offering to these students. Most students at MHS will be the first to graduate high school and attend college in their families. MHS is committed to meeting the demands that both college and careers will hold of students after graduation. Dual enrollment and Career Tech Ed (CTE) courses are an opportunity for students to gain the needed academic and career tech skills while still attending high school. Therefore, MHS has a goal to provide multiple CTE pathways that will be of interest to the diverse student interests, as well as multiple dual enrollment courses which will allow students to earn college credits while in high school. This action/services will support the development of increased dual enrollment and CTE courses.T</p> <p>The most current dashboard data in the area of College and Career Readiness demonstrates an increase of 4.3% when compared to the previous year.</p> <p>Providing the above listed services will result in increased student (including the homeless and EL subgroups) participation in CTE pathways which shall lead to increased student completion of CTE pathways. In addition, student academic achievement and engagement (attendance) is expected to improve.</p>		

Action #	Title	Description	Total Funds	Contributing
10	Attendance	<p>A review of the most current dashboard data shows that our unduplicated student population contributes significantly to the district's high chronic absenteeism rate. Through parent meetings and surveys, it has been noted that this population of students struggle with attending school regularly. In consideration of this, the district will continue with attendance teams that communicate and meet regularly with students, parents, and staff to reduce the truancy rates. In addition, district level meetings will be held quarterly to ensure that systems/protocols are in place at the school sites to address students and families with who are at risk of being considered chronically absent. During these district level meetings attendance data will be shared, reviewed, and analyzed and best-practices will also be discussed. The increased monitoring and communication around student attendance will allow for the district to support students and families that are most in need.</p> <p>For implementation of this action/service the district will continue to retain all attendance clerks - 5 total. Attendance clerks will ensure that attendance data is accurate to appropriately identify students that are chronically absent. The clerks also are the frontline staff at the school sites. They build relationships with families and increase parents' sense of feeling welcomed on campus.</p> <p>The 2018/19 dashboard data demonstrates that the district was able to maintain the chronic absenteeism rate through the implementation of this action; therefore, we believe this action will be effective in meeting this goal for our unduplicated student population because our experience shows it will help improve attendance rates and decrease the Chronic Absenteeism rate.</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Facility Improvements	<p>Since our unduplicated student population comes from a community that lacks resources and up-to-date facilities, the district would like to use these funds to continue make improvements on facilities/classrooms that will allow all school sites to offer improved or additional curricular and extracurricular programs. Improvements include modernization of CTE and VAPA classrooms to accommodate the expansion of programs and the updated program equipment that goes along with this. Improvements made to facilities also includes making updates to sporting fields and courts that will encourage and increase the participation of the unduplicated students. Execution of this action will provide the needed motivation for these students to continue to participate in school sponsored services and functions. This will also result in increased participation in sports programs, before/after school programs, and CTE programs. Lastly, overall attendance shall increase.</p> <p>The services and actions under this initiative will provide increased opportunities for all subgroups. The goal of this services is that through more and improved offerings, all students will become more connected to school and be able to overcome their educational barriers and graduate.</p> <p>Since the inception of this action three years ago, the participation rate in CTE programs has been increasing along with the college and career readiness rate. In addition the CTE completion rate has also increased. Lastly, it must be noted that according the the results of the California Healthy Kids Survey, the percentage of students feeling connected to school has been increasing. Therefore, we believe this action is effective and aides in ensuring that the unduplicated student population have increased and improved opportunities for engagement.</p>	\$674,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Engagement Opportunities	<p>The unduplicated student population has some of the lowest participation rates in extended day opportunities so the district will continue to increase the engagement opportunities for these students by providing the following programs and services after school:</p> <p>Bi-literacy class Debate class Enrichment/Sports programs (elementary) Chess</p> <p>Extended day activities will not only increase student connectedness and involvement to their school, but also help students stay focused in positive activities outside of the school day. When students feel connected to their school, research shows that their attendance increases. Therefore, the district believes this action will result in increased attendance rates and lower chronic absenteeism rates for the unduplicated students.</p>	\$131,000.00	Yes
13	Personal Protection Equipment	To ensure a safe return to school and to continue practicing the recommended health and safety protocols the district will purchase personal protection equipment for students and staff.	\$850,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Develop and grow a professional learning culture to assist our students in becoming leaders, scholars, and champions.

An explanation of why the LEA has developed this goal.

Achieving academic proficiency for all students begins with providing sufficient materials and good first instruction. Good first instruction requires a properly certificated teaching workforce. Statewide assessments for ELA, Math, and ELD indicate low performance by all students and subgroups. Therefore retaining and developing a professional learning culture is essential to the future success of the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	94.1% Properly Credentialed 0% Mis-assignments 0% Vacancies Data Year: 2020-21 Data Source: SARC & HR				97% Properly Credentialed 0% Mis-assignments 0% Vacancies Data Year: 2023-24 Data Source: SARC & HR
Facilities maintained in good repair	100% Data Year: 2020-21 Data Source: SARC & Williams Report				100% Data Year: 2023-24 Data Source: SARC & Williams Report

Actions

Action #	Title	Description	Total Funds	Contributing
1	Administration	<p>The district will provide district level administrators and site level administrators that will facilitate the development and growth of a professional learning culture by providing instructional oversight and support to ensure proper implementation of the Common Core State Standards (CCSS).</p> <p>All administrators will also work collaboratively to provide a clean, safe, and orderly professional environment that will allow the staff (both certificated and classified) to perform their respective assigned duties efficiently and effectively in an effort to carry out and execute both the district's vision and mission.</p> <p>Site administrators (instructional leaders) will provide ongoing professional development and and real time guidance and instructional coaching for all staff members.</p>	\$2,500,000.00	No
2	Certificated Staff	<p>The district's Human Resource Department will annually review all certificated personnel records to ensure that all teachers are properly credentialed and that there are no mis-assignments nor vacancies. All new hires must meet the district's minimum requirements as set forth by the district's governing board. Any current employee not completely credentialed will have an intervention plan developed for them that will be supported by the district.</p> <p>The district will continue to provide qualified staffing and support recruitment efforts.</p>	\$13,717,365.00	No

Action #	Title	Description	Total Funds	Contributing
3	Support Staff	The district will provide essential support staff (district and site) to carry out day to day operations and routine duties. The district will also provide the necessary resources, materials, and supplies for the execution these operations and duties.	\$910,472.00	No
4	Clean and Well Maintained Facilities	Provide clean and well-maintained up-to-date schools. The district will continue to provide personnel and support for the MOT department to ensure that all district schools and facilities are maintained. Support for district modernization projects.	\$5,998,256.00	No
5	Professional Development (EL PD)	The district will support professional development that shall focus on the needs of our English Learners since this student group accounts for some of the lowest achievement levels in our district. Current dashboard data shows that EL students are below the district average in graduation rate and in the college and career indicator. So to support all staff in ensuring that they are properly trained to teach/educate English Learners, the district will provide professional development, materials, and resources that will encourage the participation and engagement of all staff. The district will also pay for staff participation in district committees (Curriculum Advisory Committee, Technology Committee, Behavior Committee, and other adjunct committees) that support staff development and promote student growth, student success, and student safety/well-being. These committees meet after the	\$315,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>contractual duty day and participating teachers get paid the district's negotiated hourly rate for supplemental services. A focus of these committee meetings is to ensure that all staff are trained on the topics address. Strategies on how to best implement/execute for EL's are also shared and discussed during these meetings.</p> <p>Although current data demonstrates that our EL's are low in all areas, it also shows that this student subgroup has made increases.</p> <p>Implementation of this action will result in increased staff participation in professional development that will impact the academic achievement levels of our English Learners. In addition, all teachers will engage in professional development in the ELD standards and effective research-based English Learner instructional strategies and will implement what they learn with ongoing coaching and support.</p>		
6	Instructional Support	<p>Current dashboard data demonstrates that our unduplicated student population have made progress, yet they are not at the desired goal academically in the areas of Language Arts, Mathematics, and Science. It is also recognized that the district continues to hire new teachers that are in need of guidance and support with implementation of the state standards. It also must be noted that teaching practices are continuously improving and innovating. Therefore, to ensure that our unduplicated students receive the best first instruction and lesson delivery, the district will provide Academic Coaches for all school sites. The Academic Coaches will provide one-on-one real time coaching to teachers in need of support. The coaches will provide individual curriculum-focused professional development for teachers in addition to helping them understand “why” specific students require certain instructional resources and “when” those resources are needed.</p>	\$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>When teachers are able to provide targeted and intentional instruction, student academic achievement increases.</p> <p>Local assessments aligned with state standards have shown a steady increase since the service was initially implemented and will continue to be monitored to provide evidence of effectiveness for our unduplicated students. Therefore based on our data and implementation experience and outcomes, we believe this action will continue to be effective in meeting this goal of improved academic achievement for our unduplicated students.</p>		
7	Rural Residency Program	<p>To ensure our unduplicated students continue to improve in their academic achievement as reflected by CAASPP scores in ELA, Math, and Science the district will continue to search for/find and attract quality teachers that are properly credentialed. Since Mendota is a rural community that is nearly an hour outside of the city of Fresno, it is hard to attract new teachers and compete with larger districts that are more centrally located. Therefore, the district will partner with Fresno County Superintendent of Schools (FCSS) in a collaborative residency program to attract "homegrown" teachers. The district will provide mentor teachers that will ensure excellent instructional development for teacher candidates. FCSS will assign a program coordinator that will facilitate collaboration between resident and mentors in addition to collaborating with university faculty to deliver professional learning that is aligned with the mission and vision of the residency partnership.</p> <p>The district believes that the implementation of this action will improve the percentage of teachers that are properly credentialed. Additionally, providing teachers that can relate to our students and enhance the teacher-student relationship, including our unduplicated pupils, shall produce improved results in the academic areas of ELA,</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math, and Science. This action/service will be measured by using state assessments (ELA, Math, and Science).		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
41.09%	\$12,924,192

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the state, Mendota Unified School District has calculated that it will receive \$12,924,192 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups ins contained in the Goals, Actions, and Services section of this plan.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Mendota Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that actions is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5CCR 15496 into the description of each specific action language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a school wide or district wide basis in order to increase their overall efficiency and effectiveness.

The contributing action titles are:

Goal #1 Action #5 Learning Interventions and Supports
Goal #1 Action #6 Technology In & Out of the Classroom
Goal #1 Action #7 Paraprofessionals
Goal #1 Action #8 Guidance Instructional Specialist
Goal #1 Action #9 Newcomer Orientation
Goal #1 Action #10 Class Size Reduction
Goal #1 Action #11 Curricular Oversight
Goal #1 Action #12 English Learner Program Intervention and Supports
Goal #2 Action #1 Information Technology
Goal #2 Action #5 Mental & Physical Health
Goal #2 Action #6 Safe School Environment
Goal #2 Action #7 Parent & Stakeholder Participation/Engagement
Goal #2 Action #8 21st Century Learning Environments & Opportunities
Goal #2 Action #9 College & Career Readiness (CTE, VAPA, & Dual Enrollment)
Goal #2 Action #10 Attendance
Goal #2 Action #11 Facility Improvements
Goal #2 Action #12 Engagement Opportunities
Goal #3 Action #5 Professional Development (EL PD)
Goal #3 Action #6 Instructional Support
Goal #3 Action #7 Rural Residency Program

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$12,924,192 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 41.09%. Our LEA has demonstrated that it has met the 41.09% proportionality percentage by planning to expend all the supplemental and/or Concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$44,380,631.00				\$44,380,631.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$26,426,689.00	\$17,953,942.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Standards Aligned Curriculum	\$926,100.00				\$926,100.00
1	2	All	Progress Monitoring Via Technology	\$397,000.00				\$397,000.00
1	3	Students with Disabilities	Maintain IDEA Compliance	\$2,532,497.00				\$2,532,497.00
1	4	All	Academic Counselors	\$544,500.00				\$544,500.00
1	5	English Learners Foster Youth Low Income	Learning Interventions and Supports	\$911,098.00				\$911,098.00
1	6	English Learners Foster Youth Low Income	Technology In & Out of Classroom	\$1,109,576.00				\$1,109,576.00
1	7	English Learners Foster Youth Low Income	Paraprofessionals	\$670,000.00				\$670,000.00
1	8	English Learners Foster Youth Low Income	Guidance Instructional Specialist	\$670,000.00				\$670,000.00
1	9	English Learners Foster Youth Low Income	Newcomer Orientation	\$75,000.00				\$75,000.00
1	10	English Learners Foster Youth Low Income	Class Size Reduction	\$1,150,000.00				\$1,150,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Curricular Oversight	\$180,417.00				\$180,417.00
1	12	English Learners	English Learner Program Interventions and Supports	\$911,098.00				\$911,098.00
2	1	English Learners Foster Youth Low Income	Information Technology	\$96,680.00				\$96,680.00
2	2	All	Materials/Supplies for Core Offerings	\$392,047.00				\$392,047.00
2	3	All	Transportation	\$2,650,000.00				\$2,650,000.00
2	4	All	Communication & Outreach	\$38,202.00				\$38,202.00
2	5	English Learners Foster Youth Low Income	Mental & Physical Health	\$563,153.00				\$563,153.00
2	6	English Learners Foster Youth Low Income	Safe School Environment	\$1,100,263.00				\$1,100,263.00
2	7	English Learners Foster Youth Low Income	Parent & Stakeholder Participation/Engagement	\$28,941.00				\$28,941.00
2	8	English Learners Foster Youth	21st Century Learning Environments & Opportunities	\$1,101,371.00				\$1,101,371.00
2	9	English Learners Foster Youth Low Income	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	\$2,425,809.00				\$2,425,809.00
2	10	English Learners Foster Youth Low Income	Attendance	\$200,000.00				\$200,000.00
2	11	English Learners Foster Youth Low Income	Facility Improvements	\$674,675.00				\$674,675.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Engagement Opportunities	\$131,000.00				\$131,000.00
2	13	All	Personal Protection Equipment	\$850,000.00				\$850,000.00
3	1	All	Administration	\$2,500,000.00				\$2,500,000.00
3	2	All	Certificated Staff	\$13,717,365.00				\$13,717,365.00
3	3	All	Support Staff	\$910,472.00				\$910,472.00
3	4	All	Clean and Well Maintained Facilities	\$5,998,256.00				\$5,998,256.00
3	5	English Learners	Professional Development (EL PD)	\$315,111.00				\$315,111.00
3	6	English Learners Foster Youth Low Income	Instructional Support	\$600,000.00				\$600,000.00
3	7	English Learners Foster Youth Low Income	Rural Residency Program	\$10,000.00				\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$12,924,192.00	\$12,924,192.00
LEA-wide Total:	\$11,174,192.00	\$11,174,192.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,750,000.00	\$1,750,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Learning Interventions and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$911,098.00	\$911,098.00
1	6	Technology In & Out of Classroom	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,109,576.00	\$1,109,576.00
1	7	Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$670,000.00	\$670,000.00
1	8	Guidance Instructional Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$670,000.00	\$670,000.00
1	9	Newcomer Orientation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
1	10	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCabe Elementary, Mendota Elementary, Mendota Junior High School, & Mendota High School 4 - 12	\$1,150,000.00	\$1,150,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	Curricular Oversight	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,417.00	\$180,417.00
1	12	English Learner Program Interventions and Supports	LEA-wide	English Learners	All Schools	\$911,098.00	\$911,098.00
2	1	Information Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,680.00	\$96,680.00
2	5	Mental & Physical Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$563,153.00	\$563,153.00
2	6	Safe School Environment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100,263.00	\$1,100,263.00
2	7	Parent & Stakeholder Participation/Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,941.00	\$28,941.00
2	8	21st Century Learning Environments & Opportunities	LEA-wide	English Learners Foster Youth	All Schools	\$1,101,371.00	\$1,101,371.00
2	9	College & Career Readiness (CTE, VAPA, & Dual Enrollment)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,425,809.00	\$2,425,809.00
2	10	Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
2	11	Facility Improvements	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$674,675.00	\$674,675.00
2	12	Engagement Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,000.00	\$131,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Professional Development (EL PD)	LEA-wide	English Learners	All Schools	\$315,111.00	\$315,111.00
3	6	Instructional Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Washington Elementary, Mendota Elementary, McCabe Elementary, Mendota Junior High, & Mendota High School	\$600,000.00	\$600,000.00
3	7	Rural Residency Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.