

LCFF Budget Overview for Parents

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

CDS Code: 10-62430

School Year: 2023-24

LEA contact information:

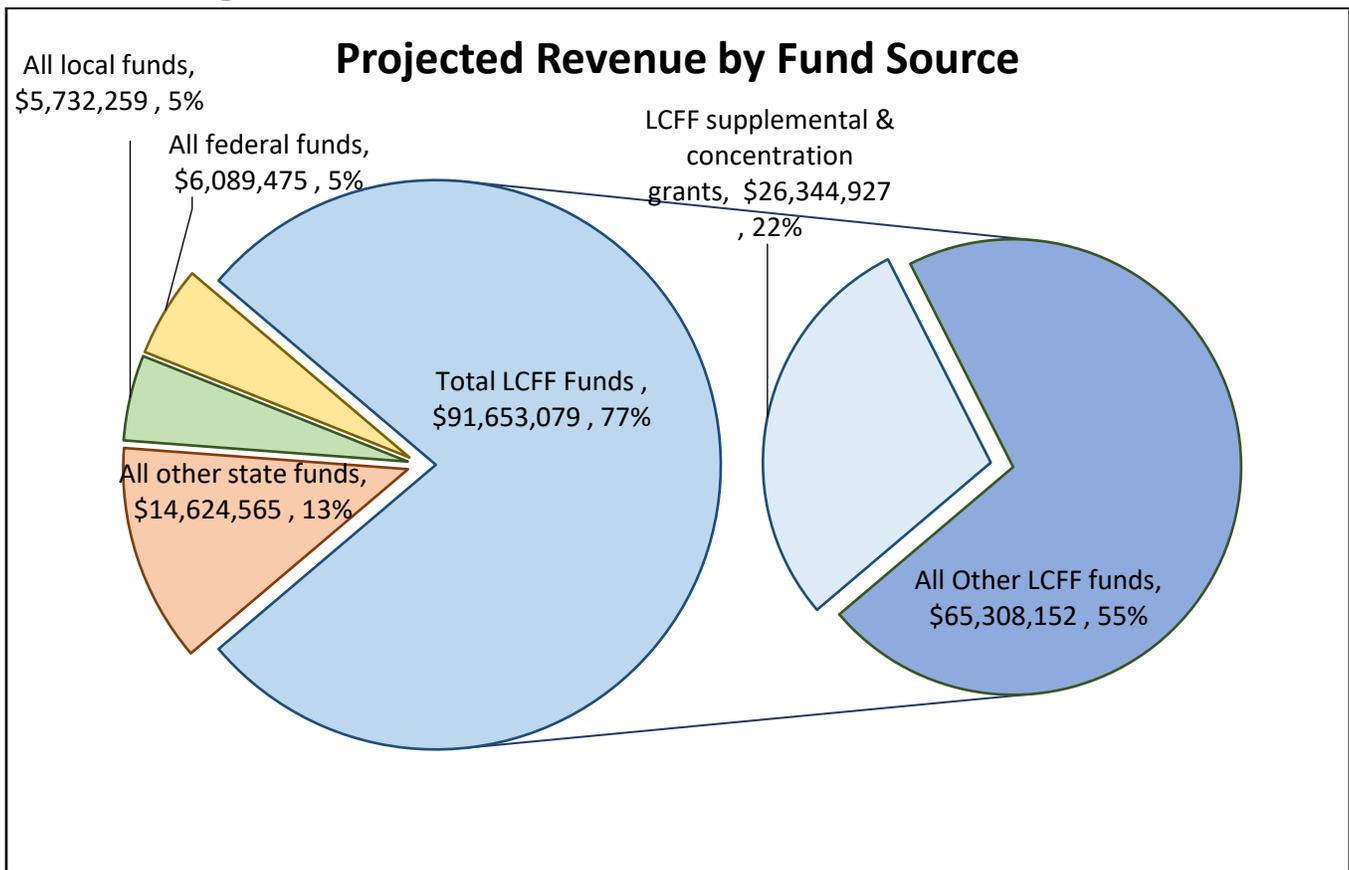
Melissa Dutra

CAO

5598986500

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

Budget Overview for the 2023-24 School Year

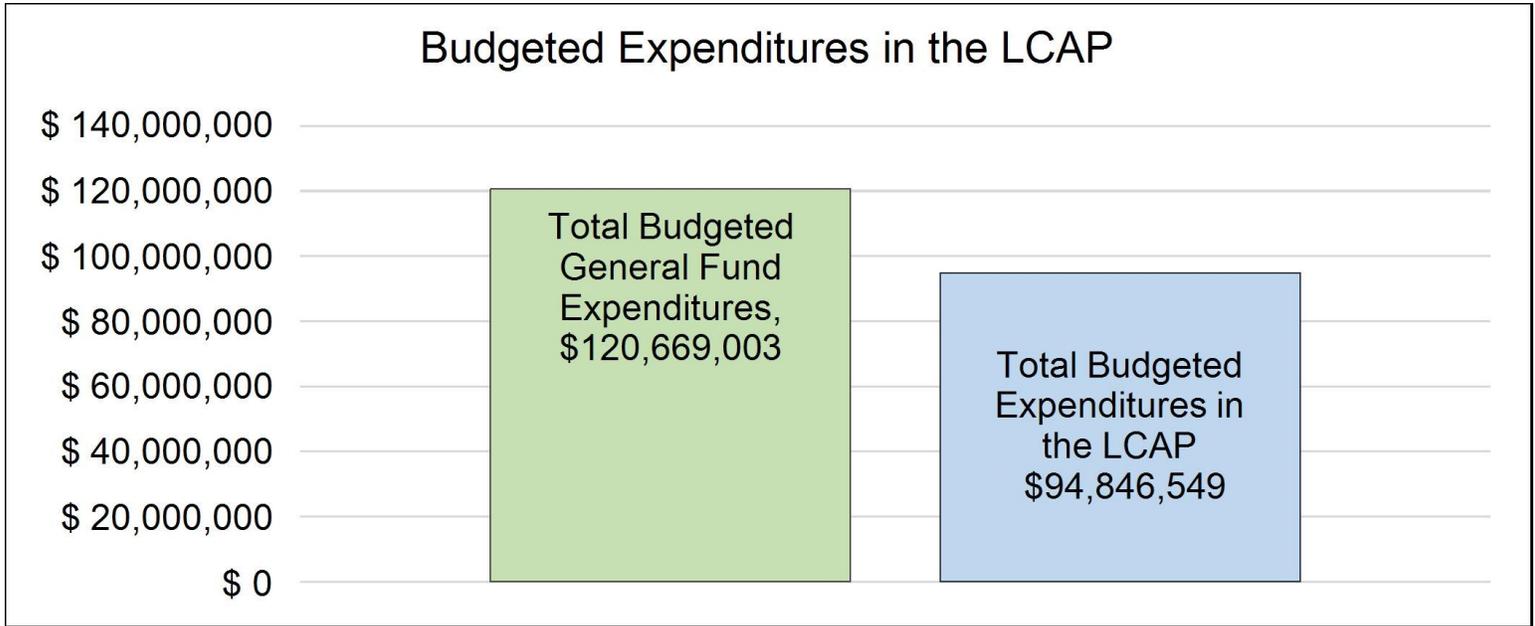


This chart shows the total general purpose revenue Selma Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Selma Unified School District is \$118,099,378, of which \$91,653,079 is Local Control Funding Formula (LCFF), \$14,624,565 is other state funds, \$5,732,259 is local funds, and \$6,089,475 is federal funds. Of the \$91,653,079 in LCFF Funds, \$26,344,927 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 Selma Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Selma Unified School District plans to spend \$120,669,003 for the 2023-24 school year. Of that amount, \$94,846,549 is tied to actions/services in the LCAP and \$25,822,454 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

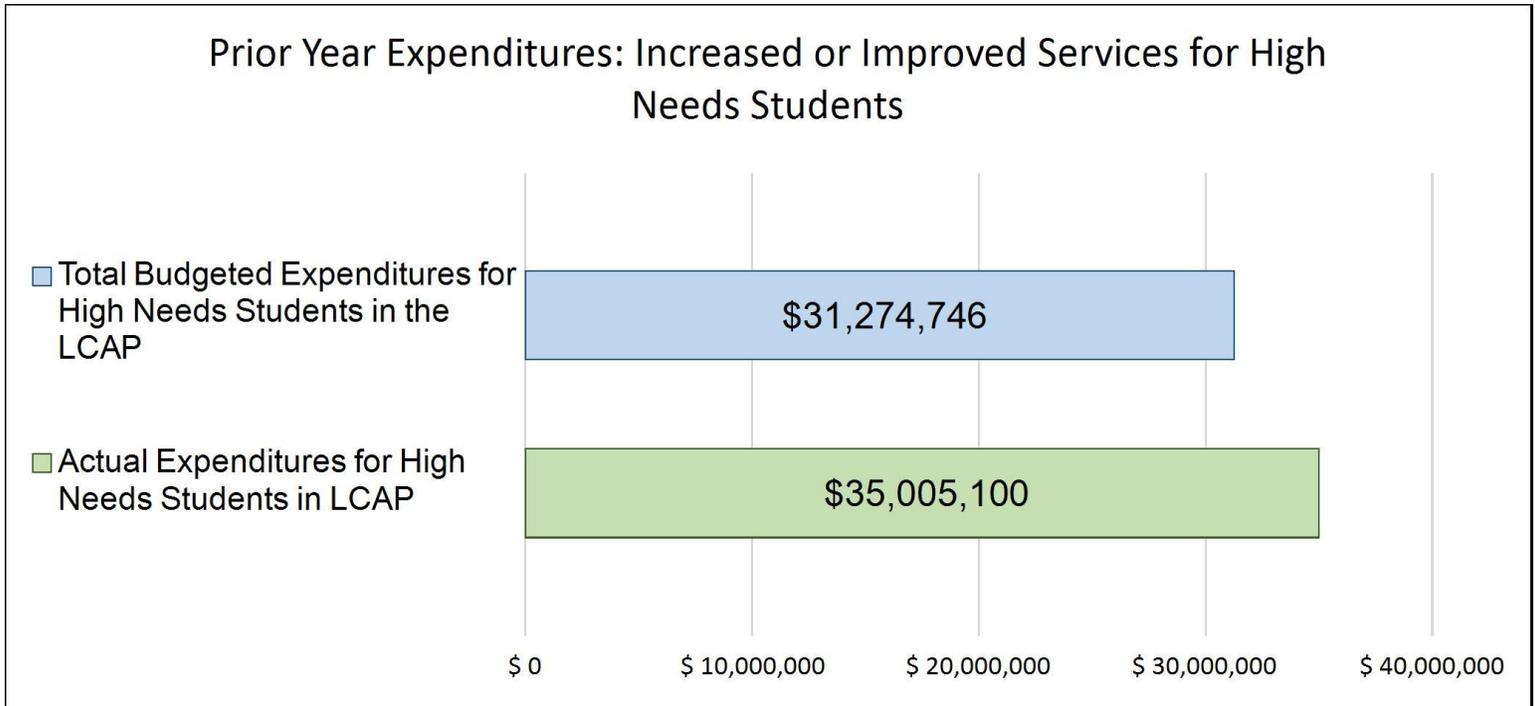
Other General Fund expenditures not included in the LCAP include general instruction- related costs administration, operations, grounds, facilities, custodial, transportation, professional development and Homeless Foster Youth costs.

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

In 2023-24, Selma Unified School District is projecting it will receive \$26,344,927 based on the enrollment of foster youth, English learner, and low-income students. Selma Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Selma Unified School District plans to spend \$26,344,927 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Selma Unified School District's LCAP budgeted \$31,274,746 for planned actions to increase or improve services for high needs students. Selma Unified School District actually spent \$35,005,100 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Selma Unified School District	Melissa Dutra CAO	melissa.dutra@selmausd.org 5598986500

Plan Summary [2023-24]

General Information

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

Selma is located in California's Central Valley, approximately 20 miles south of Fresno. In 2022, the population in Selma was 25,112. The city of Selma is located in a rural setting, surrounded by land devoted to agriculture. The agricultural industry in and near Selma includes both small and large farming entities. With more than 90 percent of U.S. raisins produced within eight miles of Selma, the city adopted the slogan "Raisin Capital of the World" in 1963. The median income for a household in the city was \$42,059. The poverty rate for the city in 2022 was 23.33%. The median age of those living in Selma is 30 years old

Selma Unified School District serves the needs of a student population of approximately 6,000 from Transitional Kindergarten through twelfth grade. The district is comprised of 10 comprehensive schools, an alternative continuation high school which also contains an independent study program, and a new community day school. There are seven elementary sites, one middle school, and one comprehensive high school campus. The ethnic make-up of the school district as reported by CDE is primarily Hispanic with a significant correlation among three subgroups Hispanic, Socio-economically Disadvantaged, and English Learners.

Approximately 87% of students qualify for Free/Reduced meals and are considered Socio-economically disadvantaged. Approximately 30% of the student population are identified as "English Learners" and 20% are reclassified English Learners. We also have 287 migrant students in our schools. Languages spoken by students in Selma include Spanish, Arabic, Punjabi, Hindi, Hmong, Lao, and Mixteco.

In 2022-23, there were 842 students total in SPED. students receiving Special Education services. 408 students are in RSP, 23 preschool SPED students in early learning programs, 2 SDC students in K-6, 43 secondary SDC students, 12 students in Adult Transition, approximately 450 students receive speech services, 61 students receive occupational therapy services. Approximately 43% of our Special Education students are dually identified as English Learners.

Reflections: Successes

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

Areas of success on the 2022 California School Dashboard was the Graduation Rate Indicator for students at Selma High School. Our overall graduation rates were 92.5%, with Low Income and Hispanic students graduating at the same 92%+ rate. This exceeds the state graduation rate of 87.4%. The All Student performance level was medium on the 2022 Dashboard, with an 88.5% graduation rate. However, Students with Disabilities level was very low on the 2022 Dashboard, with a 57.6% graduation rate. The District will continue to focus on improving special education programs by improving resources, providing training in specific instructional strategies and increasing instructional aides in SDC programs full time.

While we acknowledge that overall CAASPP scores are low, we also recognize that we meet or exceed the scores in ELA and MATH of nearly all neighboring districts. At 41% currently meeting standard in ELA, Selma USD CAASPP scores approach the state of California average of 47%. In addition, CAASPP ELA scores for our 3rd-8th graders increased from 44.7%% in 2021 to 45.74% in 2022. Our Low Income students actually outperformed the overall student population on the STAR ELA by 3% and equaled the STAR MATH proficiency of overall students. While 0% of our Foster Youth are proficient in math, they actually exceed the district average in ELA with 56% of Foster Youth proficient in ELA according to CAASPP 2022

Selma USD is focused primarily on accelerating student learning and improving student academic performance. Local data from the STAR early literacy, math and reading assessments show improvement in math. With a 65% annual expected growth rate, we are nearing the expected annual growth rate in only our 7th month of school. The STAR Growth Percentage report shows the percentage of improvement as early literacy = 53.5%, math = 59.8%, and reading = 63.56%. All grade levels at all schools are showing at least one year of growth for one year's time on the STAR, and many are showing accelerated growth.

In addition, suspension rates are low in Selma USD. According to the CA Dashboard Suspension Rate indicator, the district saw an overall LOW rating, with 3 schools rated very low, 3 low and 4 in the medium category. The District plans to continue to address alternatives to suspension, particularly for low income and foster youth, by implementing Restorative Practices. Principals, program managers, after school coordinators, counselors, social workers, and PBiS Aides all participated together in two days of training and followup for School Wide Restorative Practices. In addition, our Educational Options students, with a high population of Foster and Low Income students, participated in three days of student-staff training together on building a strong restorative framework for their schools. Follow-up from the trainers is school specific and will provide educators with ways to build individual relationships to improve school culture and decrease the need for school discipline among the students in our alternative education programs.

Chronic Absence rates were very high overall last year, including the District being identified for Differentiated Assistance for Chronic Absence for subgroups Foster/Homeless Youth and Students with Disabilities. However, in the current year, local data shows that Chronic Absences have been cut nearly in half due to the efforts of Principals, Program Managers, Social Workers and the Director of Student and Community Services who will monitor attendance data and support sites in implementing evidence-based strategies to improve attendance which has been a major area of focus for Tier 1, 2 and 3 support in our MTSS framework, particularly on reducing suspension and improving

attendance for our Foster and Homeless Youth. Incentives, follow-up parent phone calls and meetings and home visits with parents and students have helped increase positive attendance rates, especially with our low income families and foster youth.

The District modified its criteria for English Learner Reclassification this year and more closely monitored the progress of English Learners in our programs. We also implemented a new Program Monitoring Tool to track the language progress of elementary English Learners. These strategies have resulted in an increase of students reclassifying as fully English proficient.

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.

CAASPP scores dropped for 11th graders in ELA from 63% to 54% and in math from 22% to 20% from 2021 to 2022. CAASPP scores for 3rd - 8th graders increased slightly in ELA but decreased slightly in Math from 36.61% and 34.5%. We know our students have been affected by the pandemic and other factors such as chronic absences. Subgroups such as Low Income, Homeless & Foster Youth have especially low academic scores, with one exception. On the CAASPP, LI students were 40% proficient in ELA and 19% in Math, and LI students are higher than the overall student population on the local ELA assessment, and equal to the overall population in our local Math assessment. Homeless students are only 9% proficient in ELA and 3% in Math. 0% of our Foster Youth are proficient in math according to CAASPP 2022. Overall, the State average for Math is nearly 14% higher than Selma, with 34% of students across the state having met or exceeded standards in Math, compared to just 20% of Selma USD students according to the CAASPP Math assessment in 2022.

Subgroups identified for Differentiated Assistance includes Students with Disabilities for ELA and Math. On the CAASPP, Students with Disabilities were 15.48% proficient in ELA and only 10.79% proficient in Math.

Poor attendance is affecting all of our students' achievement, but is especially critical for Foster/Homeless Youth and Students with Disabilities. One area of focus for the school and district team will be to continue to be student attendance. The overall District Chronic Absence rate in 2022 was around 45%. Subgroups were even more highly affected with Chronic Absence rates as high as 65% for Socio-economically disadvantaged and Hispanic students during the 2021-22 school year. Subgroups: Foster Youth, Homeless and Students with Disabilities were identified for Differentiated Assistance last year. However, during the 2022-23 school year so far, our current student information data reports Selma USD nearly halving that rate with only 24% Chronic Absence rate as of March. We still have work to do, including the implementation of a more systematic program (A2A) for identifying and addressing Chronic Absences earlier and throughout in the school year. Parents of students with more than 3 unexcused absences or absences more than 10% of the school year will receive attendance notice letters, be asked to come to school to meet with the principal and participate in follow-up home visits with school social workers. Students in the subgroups targeted for Differentiated Assistance (Foster Youth, Homeless and Students with Disabilities) will be the focus of additional monitoring and support in the coming school year.

Suspension rates are a greater concern for our subgroups: Foster and Homeless Youth. The All Student performance level was medium on the 2022 Dashboard, with 3.9% suspended at least one day. The Foster Youth performance level was very high on the 2022 Dashboard,

15.7% suspended at least one day. The Homeless Youth performance level was very high on the 2022 Dashboard, 9.4% suspended at least one day. The District has applied for a Community Schools Partnership, has hired a new Student and Community Services Director and has also increased the number of school social workers to address attendance issues. The District will also continue to support a monthly food and resources distribution in a new partnership with Central Coast Food Bank. Finally, the District will open a Parent Education Center to provide a stable, welcoming place for parents and families to seek guidance, resources and support, and to continue to offer parent education and participation programs.

This year, Selma USD has implemented many strategies to mitigate academic losses and improve our Multi-Tiered System of Supports, especially for our identified subgroups (English Learners, Low Income students, Foster Youth, Homeless and Students with Disabilities) by increasing mental health clinicians and social workers to support student social-emotional well-being. Selma USD has increased the number of Mental health clinicians and social workers from 3 positions in 2021-22 to 16 positions in 2022-23. Services are provided to English Learners by bilingual-bicultural staff whenever possible, and the wide range of educational professionals working with these students includes experts in trauma, early childhood and substance abuse. We have addressed the mental health needs of our students during over 1,000 student contacts so far this year.

For Graduation Rate, the overall Student performance level was medium on the 2022 Dashboard, with an 88.5% graduation rate. Students with Disabilities level were very low on the 2022 Dashboard, with a 57.6% graduation rate. To address the academic performance of our students with disabilities, especially related to graduation rate, we have increased opportunities for credit recovery within the school day and summer school. We continue to increase participation in our After School Programs through ELOP at Middle and High School. We have also ensured that Assistant Principals and Program Managers are focusing on identifying at-risk students and providing opportunities for intervention. We have increased and will maintain a high number of intervention teachers to serve students who are struggling in reading and math, with over 1,000 students in reading and math interventions. Struggling students, most of whom are Low Income, English Learners and Foster Youth, are working with 20 intervention teachers. We will focus on improving the MTSS model in our District, and collaboration and team teaching with Special Education staff to improve academic outcomes for Students with Disabilities. In addition, we are growing our Expanded Learning Opportunities Program (ELOP) by increasing the number of students served before/after school, during intersession periods and summer. We currently serve an average of nearly 700 students a day in our after school programs. A focus of our ELOP program is the purposeful inclusion of Special Education students through our daily programs and partnerships with organizations such as Break the Barriers.

The District is in differentiated assistance for Foster Youth for chronic absenteeism and suspension, Homeless youth for chronic absenteeism, suspension, academics, and students with disabilities for academics, chronic absenteeism and graduation

The Educational Services will meet regularly with Site and District leaders to analyze data, develop a needs assessment, implement improvement strategies and monitor progress to address the gaps for Students with Disabilities, Homeless and Foster Youth for Differentiated Assistance. The plan includes targeting the subgroups for additional support and supplemental strategies to improve ELA/Math and Graduation Rate (SWD), Chronic Absence (Foster/Homeless Youth and SWD), and Suspension Rates (Foster/Homeless Youth).

LCAP Highlights

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

This year, the overall LCAP structure has changed. The Goals have been rearranged slightly to facilitate increased understanding for our educational partners and improved implementation by educators of our plan. The overall focus of Goals 1 and 4 remains the same. Goals 2 and 3 have been changed from Goal 2: Tier 2 and Goal 3: Tier 3 support to Goal 2 being MTSS for Academics and Goal 3 being MTSS for Social-Emotional Learning, Behavior and School Culture & Safety. Some goals have expanded actions in order to offer more specific information for partners in the activities our District is implementing in order to meet our goals.

The highlights of this LCAP are an increased focus on MTSS as a strategy to identify and serve at-risk students, particularly English Learners, Foster and Low-Income students. MTSS will provide Tier 1, 2 and 3 support from our 4 goal areas: Academic, Social Emotional/Mental Health and Behavior and Attendance through parent engagement. Interventions were a frequent focus of all of our educational partner groups. There are two academic goals in the LCAP. Goal 1 addresses the needs of our students for a strong Core Program and a Broad Course of Study including VAPA, CTE, and AVID; Access to Counselors, Libraries and Supplemental materials; and Program Support, Professional Development and Collaboration to enable educators to identify and monitor the progress of students in the Low Income, English Learner and Foster Youth subgroups. Goal 2 addresses Tier 2 and Tier 3 academic interventions for students who are in need of more intensive academic interventions and support to meet grade-level expectations.

In 23/24, Goal 1 Action 11 is listed in the LCAP as a result of a glitch in Document Tracking System software; we can not see it on our end of the system and we no longer have an action #11. We are requesting that the company remove this item in their system.

In 23/24, Goal 2 Actions 3, 4 & 5 have changed and were not included in the 22-23 LCAP

In 23/24, Goal 3 Actions 4 & 5 have changed and were not included in the 22/23 LCAP.

In 23/24, Goal 4 Action 3 is listed in the LCAP as a result of a glitch in Document Tracking System software; we can not see it on our end of the system and don't have an action #4. We are requesting that the company remove this item in their system.

In 23/24, Goal 4 Actions 4 & 5 have changed and were not included and were included in the LCAP but were not included in the 22/23 LCAP.

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.

At this time Selma Unified High school has been identified at CSI under the area of Graduation Rate.

Support for Identified Schools

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

Selma High School will receive supplementary funding through the CSI ESSA grant to support improvement in the areas identified through the 2022 California School Dashboard (Graduation Rate). The district office will collaborate with the school to draft ongoing plans to support the areas of need identified through the school dashboard and provide additional support in aligning resources to implement the site plan.

The process used by the LEA to support school staff conducting a needs assessment includes an overview of the Comprehensive Needs Assessment (CNA) guidance, such as how to collect data, feedback, and other important information specifically for each site's program. The LEA supports the "why" behind gathering data to ensure that sites establish procedures, methods, and timelines for collecting and reviewing data to determine student needs at each CSI site. The comprehensive needs assessment process includes a review of credit attainment, attendance, and assessment data from the most recent California Dashboard and locally collected information. Local information includes more detailed data for individual students and student groups, including chronic absenteeism data and the percentage of students earning adequate credits per month to graduate on time, in addition to pre/post assessments that monitor progress in Math, Reading, and writing. The LEA also supports and encourages using education partner feedback in the CNA process.

The LEA supports sites in identifying which educational partners are essential to reach out to and how gathering input can inform the site's practices about teaching and learning. The School Site Council (SSC), in partnership with the site and LEA leadership, reviews this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporate the resources available through the Comprehensive Support and Improvement (CSI) program as well as through other district provided resources in response to the identified needs. The needs assessment determines the additional support needed to increase the graduation rate at Selma High School.

Evidence-based practice is a scientifically valid and rigorously tested program that research has shown to make a difference. The LEA supports school sites through multiple methods to help them determine the best evidence-based interventions based on their specific site needs. The LEA also provides a CSI Collaborative, where professional development opportunities are shown to give sites a forum to learn how practices supported by higher levels of evidence are more likely to improve student outcomes. This includes collaborative conversations between CSI sites across the county and guidance on what tools are available to support the sites to help them identify research-based interventions, how to evaluate them, and how to align them to their comprehensive needs assessments.

The site's SPSAs are developed in conjunction with the support of LEA-level leadership to ensure the plans provide evidence-based improvement strategies to support student graduation rates. Once the appropriate department has determined that research-based practices indicate a potential benefit to the students and staff of Selma High, contracts for services will be reviewed and approved by FCSS leadership.

FCSS leadership will continue to work with the staff at Selma High to identify any resource inequities and provide support. This includes identifying and addressing any areas that can be strengthened. The information includes the meaning of resource inequities and dimensions of resource inequities. These include empowering, rigorous content; instructional time & attention; whole child approach; family academic engagement; learning-ready facilities. Any research inequities found in the process are addressed in the site's SPSA and monitored and reviewed continuously at the site and LEA levels.

Monitoring and Evaluating Effectiveness

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

1. How will the CSI plan implementation be monitored? (formative measures)

The Educational Services Department will develop a District Team to help the Site Team monitor the Graduation Rate targeted plan and evaluate progress throughout the school year. The Secondary Curriculum Director will meet regularly with the Principal, Co-Administrators and the Math Department to ensure the plan is being implemented, to evaluate local assessment data, and to analyze the results of the strategies implemented.

2. How will the CSI plan implementation be evaluated? (summative measures)

The Site and District Team will meet to complete an evaluation of the Graduation rate implementation plan. The CSI plan implementation will be monitored during quarterly meetings with Selma High School and District leaders. The implementation data we will be reviewing includes a revised Math Pathway document, number of uninterrupted PLC days and the number/days of release time offered to teachers to collaborate. Completed priority standards and learning progression documents will also be evidence of implementation.

3. How will the CSI plan effectiveness be monitored? (formative measures)

Classroom observations by Selma High School staff will be held regularly and data of observations will serve to monitor the Graduation implementation plan to ensure effective Math/English instruction and collaboration. Grade reports will be used at the end of each quarter to monitor all students and to identify struggling students who need to receive differentiation and/or intervention support. Student achievement data will be monitored at the Math /English Department PLC monthly using local data, and will be evaluated in particular local the data from local assessments (formative assessments, STAR, possible addition of MDTP). The effectiveness of the interventions will be measured using the STAR Growth report, STAR State Comparison to . For struggling students, accelerated growth of more than one year's growth in one year's time will represent effective implementation.

4. How will the CSI plan effectiveness be evaluated? (summative measures)

Summative measures include local assessments (STAR Reading and Math and Curriculum-based Measures) and state assessments (CAASPP, CAST) as a summative analysis of student outcomes.

Engaging Educational Partners

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

The involvement process in 2022-2023 included input opportunities for community members, students, DELAC, DPAC, collective bargaining units SUTA and CSEA, administrators, and the board. The input sessions were designed to provide opportunities for input using in-person sessions, virtual sessions, and surveys. They also provided an opportunity to hear from district personnel who presented information on the services provided in our district under the 2023-2024 LCAP. Students continued to be included as part of a student survey that was made available for students in grades TK-12. An LCAP survey was also available to parents and staff. All presentations and materials were available in both English and Spanish. Participants included teachers, principals, classified staff, and other administrators. All educational partners' input was then shared with the district leadership team and that team prioritized the input for district consideration. In addition, the district consulted with the Fresno County SELPA.

On the following dates, in-person LCAP input was gathered to gain insight and input from District partners:

2022-23 LCAP Board Approval of revised LCAP and Local Indicators were presented in conjunction with the LCAP adoption on October 10, 2022.

District Parent In-Person All-Community Input Meeting - November 30, 2023

Classified Staff In-Person All-Community Input Meeting - November 30, 2023

Teachers/Certificated Staff In-Person All-Community Input Meeting - November 30, 2023

Principals/Co-Administrators In-Person All-Community Input Meeting - November 30, 2023

District Administrators In-Person All-Community Input Meeting - November 30, 2023

In-Person All-Community Input Meeting - November 30, 2023

SUTA Teachers' Union Representatives' Input Session - January 19, 2023

Classified Union Input Session - January 19, 2023

DELAC In-Person Meeting - February 23, 2023

FCSS SELPA - In-Person SELPA Governance meetings - 09-06-22, 10-03-22, 11-07-22, 01-09-23, 02-06-23

All Parent Organizations Community Input Meeting - March 1, 2023; LCAP goals were presented to parents and no questions were asked by the parent group.

Counselors & Social Worker Community Input Meeting - March 1, 2023

Principals-Site and District Administrators Admin PLC Meeting - March 23, 2023

All District Community Survey - March 13-31 (total 174 responses)

Student Survey - District Community Survey -March 13-31

School Site Council and Staff Meetings: input on the draft LCAP on the agenda at all sites (Site Parent Meeting dates in April/May)

DELAC In-Person Meeting May 11, 2023: A complete draft was presented to DELAC and no questions were asked by DELAC.

Open Public Comment on draft LCAP - May 23-31, 2023: Electronic draft of LCAP was also shared during site parent meetings-SSC, ELAC; A hard copy was available at the District Office prior to the open public meeting. It was also available on Parent Square in an electronic format.

Draft LCAP presented to the board during the open session in a public hearing on June 9, 2023
Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2) on June 23, 2023.

Final LCAP approval with public comment - June 23, 2023
The board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2)

A summary of the feedback provided by specific educational partners.

Parent input from our community input sessions during DELAC/PAC meetings, and also from our survey shows that our parents and families are particularly concerned about intervention and support for our students as well as their school safety and sense of connectedness. They expressed a focus on students who are struggling with academics and/or social-emotional learning. They desire more enrichment and career-technical courses. Parents seek opportunities to engage in school organizations and educational activities with childcare and translation services, and training for running parent organizations.

Certificated staff and bargaining unit input during the union input session and the survey shows that our certificated staff members are particularly concerned about professional development, school safety and connectedness, VAPA programs, library services, additional TK classes, and lowering class size. They also wanted to ensure that the District provides support for English Learners and the identification of at-risk students.

Classified staff input from the bargaining unit input session and the survey shows that our classified staff members are focused on additional supervision and safety, VAPA, CTE and enrichment services. They also shared input about increasing the opportunities for high school students to take dual enrollment courses and receive mental health services when needed.

Principals, administrator's input shows that our administrators were particularly concerned about Multi-Tiered Systems of Support to improve academic achievement, social-emotional/mental health, behavior and attendance. They discussed decreasing chronic absences and increasing intervention services. They wanted to see increased opportunities for arts, particularly at elementary school and additional professional development for their teachers and staff members.

Community input included concerns about specific parent and family support, including helping parents help their students, access to interventions, tutoring and community resources, and helping foster parents and parents of students in transition in navigating the school system. The community wanted to ensure that students are engaged in enriching curriculum so that they can become good citizens.

Student input through the student survey included finding ways to engage parents in a variety of ways and times, including weekends and evenings. They stated that they would like to see more opportunities for both intervention and electives/enrichment. including athletics, dance, clubs and more playground equipment. Many expressed that they would like to see better food/nutrition and improved safety and security.

The majority of respondees in all groups at all input meetings and including all survey data mentioned increasing opportunities for students to receive Interventions and tutorials during the school day and after school.

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

This year's LCAP has been developed according to the above input from several sources. By grouping and quantifying input from all of our school district partners, we have been able to prioritize the following strategies for improvement. The summary of feedback commonly provided by all partners focused on the following:

- 1) Intervention & MTSS - all partner groups provided input that they are very interested in the District improving the identification and service to At-Risk students, providing struggling students with additional academic support
- 2) Home-School Connections - the majority of partner groups' input included increasing opportunities for parent participation, education & training for Parent Groups
- 3) Mental Health Services - the majority of partner groups expressed the need to continue to increase improve mental health services
- 4) ELOP/Enrichment - Many groups discussed expanding offering enrichment opportunities including electives and before/after school; All partner groups indicated a need for academic support & tutoring both during the day and after school
- 5) English Learner Support - Many groups mentioned improving support for English Learners, including ELD, as well as offering translation for ALL Students & Families
- 6) Arts/VAPA - Many groups expressed a desire to continue and expand Arts & Music programs, especially at Elementary
- 7) Professional Development for Teachers and Staff was mentioned by many partner groups
- 8) Improving Attendance was mentioned by several partner groups

Aspects of the LCAP that were influenced by input from parents was continuing to improve and maintain intervention and mental health services, in particular the identification, intervention and monitoring of at-risk students which is the major focus of Goal 2 and 3. In addition, partners identified the need for more opportunities for parent education, trainings for parent groups, and participation and including all languages for documents and meetings which will be part of a new Parent Center as included in Goal 4 of our LCAP. Improving attendance and reducing chronic absences are also included in Goal 4. Our partners also wanted to us to focus on further expansion of opportunities for enrichment and academic support for students, increasing enrollment in After School programs which we will encourage through after school tutoring and access to libraries which is part of Goal 2. An item among the priorities identified by our partners includes more support for English Learners, monitoring EL student progress, training for staff and translation for meetings. English Learner support is a primary area of support in Goal 2 of our LCAP. Our partners recognized the increasing accessibility of Mental Health services and want us to continue to support this through the actions in Goal 3. The Arts (VAPA) was another commonly mentioned priority and we will continue to provide a robust VAPA budget in the LCAP and will be part of Goal 1. Professional development for teachers and staff falls into all four of our LCAP goals as it is a strategy we plan to implement to meet multiple goals.

Goals and Actions

Goal

Goal #	Description
1	All students in Selma Unified will make progress toward the goal of grade level proficiency in ELA, Math, Science and ELD as measured by various, local, and state assessments.

An explanation of why the LEA has developed this goal.

Selma Unified is committed to ensuring all students are making progress toward academic proficiency. Both state and local data demonstrate that there are significant achievement gaps for some student groups. Our local data, 2023 STAR assessments for ELA project that 29%, disaggregated to Low Income-32%, English Learner- 5%, Foster Youth-22%, and Homeless-22%, may be at or above standard on the 2023 CAASPP. This is similar to what was projected in Spring 2022. In Math, 2023 STAR assessments projected that only 13% of All students, disaggregated to Low Income- 13%, English Learner-7%, Foster Youth-6%, and Homeless-7%, are performing at CAASPP Levels 3 and 4. The gap is especially apparent in Math and for English Learners, Foster and Homeless Youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N 30-20	Only 11th Grade ELA CAASPP is available, due to elementary and middle school sites opting not to test using CAASPP in the spring of 2021. 11th Grade CAASPP ELA: 63.13% Data Year: 2020-2021 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: 47.06% LI: 35.24% ELs: 12.47% Homeless: 27.79% Foster Youth: 20.6% Data Year: 2022 Data Source: SBAC Results		ALL Grades/All Students CAASPP ELA: 55% LI: 45% ELs: 15% Homeless: 35% Foster Youth: 30% Data Year: 2023 Data Source: SBAC Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Math	TBD once results become available Data Year: 2020 Data Source: Suspended due to Executive Order N 30-20	Only 11th Grade ELA CAASPP is available, due to elementary and middle school sites opting not to test using CAASPP in the spring of 2021. 11th Grade Math CAASPP: 21.67% Data Year: 2020-2021 Data Source: SBAC Results	ALL Grades/All Students CAASPP MATH: 33.38% LI: 21.23% ELs: 9.71% Homeless: 15.9% Foster Youth: 10.3% Data Year: 2022 Data Source: SBAC Results		ALL Grades/All Students CAASPP MATH: 40% LI: 25% ELs: 15% Homeless: 20% Foster Youth: 15% Data Year: 2022 Data Source: SBAC Results
Reclassification Rates	10.2%. Data Year: 2019-2020 Source: Local SIS	The 2020-2021 reclassification rate was 3.2% (Distance Learning Year) Data Year: 2020-2021 Source: Local SIS	The 2021-22 reclassification rate is 6.4% Data Year: 2022 Source: Local SIS		16.2%. Data Year: 2022-23 Source: Local SIS
Access to standards aligned instructional materials	100% Data Year: 2020-21 Corrected Data Source: Board Resolution	100% Data Year: 2021-2022 Board Resolution 2021-2022	100% Data Year: 2022-23 Board Resolution 2022-23		100% Data Year: 2023-24 Data Source: Board Resolution 2023-2024
Facilities maintained in good repair	All facilities met good repair Data Year: 2019-2020 Corrected	All facilities met good repair Data Year: 2020-2021 Data Source: Internal	All facilities met good repair Data Year: 2022		All facilities meet good repair Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Internal Survey	Survey	Data Source: FIT Report		Data Source: Internal Survey
AP Exam Passage Rate	Corrected All Students: *11% Adjusted English Learners: 0% Socio-Economically Disadvantaged: 9.3% Homeless Students: 14.3% Data Year: 2019-2020 Source: DataQuest	All Students: 3.8% English Learners: 0% Socio-Economically Disadvantaged: 3.2% Homeless Students: * Data Year: 2020-2021 Source: DataQuest	All Students: 5.9% English Learners: 0% Socio-Economically Disadvantaged: 5.7% Foster Youth: no data Homeless Students: 0% Data Year: 2021-22 Source: DataQuest		All Students: 10% English Learners: 3% Socio-Economically Disadvantaged: 10% Foster Youth: Homeless Students: 10% Data Year: Summer 2023 Data Source: DataQuest
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2020-21 Corrected Data Source: Internal Documentation Implementation Status: Completed	Standards for all students and EL access to CCSS and ELD as documented by internal compliance monitoring and classroom walkthroughs. Data Year: 2021-2022 Data Source: Internal Documentation Implementation Status: Completed	Standards for all students and EL access to CCSS and ELD as documented by internal compliance monitoring and classroom walkthroughs. Data Year: 2022-23 Data Source: Internal Documentation Implementation Status: Completed		Full Implementation & Sustainability Data Year: 2023-24 Corrected Data Source: Internal Documentation Implementation Status: In Progress
Other Outcomes- Physical Fitness Test	33% Data Year: 2018-2019 Corrected Data Source: Dataquest	Physical Fitness will be suspended in 2021, and 2022 results will be posted in Fall 2022.	Data not available for 2022		37% Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-2022 Data Source: Dataquest			
CTE Pathway Completion Rate	All Students: 46.4% Adjusted English Learners: 60% Socio-Economically Disadvantaged: 46.6% Foster Students: * Homeless Students: 42.9% Data Year: 2019-2020 Data Source: Dataquest	All Students: 29.3% English Learners: 10.9% Socio-Economically Disadvantaged: 29.1% Foster Students: * Homeless Students: * Data Year: 2020-2021 Data Source: Dataquest	All Students: 22.3% English Learners: 13.4% Economically Disadvantaged: 22.1% Foster Students: * Homeless Students: 25% Data Year: 2021-22 Data Source: Dataquest		Adjusted All Students: 48% English Learners: 48% Socio-Economically Disadvantaged: 48% Foster Students: 48% Homeless Students: 48% Data Year: 2022-2023 Data Source: Dataquest
EL students making progress toward English Proficiency	9.7% Data Year: Spring 2019 and 2020 Data Source: ELPAC	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC 10.7% Data Year: Spring 2021 Data Source: ELPAC	2022 ELPAC 47.1% making progress towards English language proficiency Data Year: Spring 2022 Data Source: ELPAC		TBD Data Year: 2022 & 2023 55% making progress towards English Proficiency Data Source: ELPAC
Appropriately credentialed teachers	Misassigned: Less than 3% Vacancies: Less than 2%	Misassigned: Less than 1% Vacancies: 0% Data Year: 2021-2022	Misassigned/Out of Field/Intern/Ineffective /Incomplete: <13.5% Vacancies: 0% Data Year: 2022-23		Misassigned: Less than 10% Vacancies: Maintain at less than 2% Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: CALPADS	Data Source: CALPADS	Data Source: CALPADS		Data Source: CALPADS
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	52% college-ready or conditionally ready Data Year: 2018-2019 Data Source: CAASPP	CAASPP was not administered in 2019-2020 due to school closures. 63% college-ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	11th Grade CAASPP ELA: 54.8% Data Source: DataQuest CAASPP 2022		65% college-ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP Test
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	20% Data Year: 2018-2019 Data Source: CAASPP	CAASPP was not administered in 2019-2020 due to school closures. 22% Data Year: 2020-2021 Data Source: CAASPP	11th Grade Math CAASPP: 26.97% Data Source: DataQuest CAASPP 2022		35% Data Year: 2022-2023 Data Source: CAASPP Results
High School Graduation Rate	Corrected 96% Data Year: 2019-2020 Data Source: Dashboard	87.5% Data Year: 2020-2021 Data Source: Dashboard	All Students: 89.5% English Learners: 70.8% Foster Youth: * Low-income: 89.1% Data Year: 2021-22 Data Source: DataQuest		All Students: 95% English Learners: 80% Foster Youth: * Low-income: 95% Data Year: 2022-2023 Data Source: Dashboard Fall 2023
Enrollment in Advanced Courses	Students Enrolled in Advanced Academic	Students Enrolled in Advanced Academic	Students Enrolled in Advanced Academic		Students enrolled in advanced academic courses:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Courses: All 51%, EL 13%, Low Income 16% Corrected Students Enrolled in VAPA Courses: All 44%, EL 20%, Low-Income 40% Data Year: 2021 CALPADS Fall 2	Courses: All 29.3%, EL 10.9%, Low Income 29.1% Data Year: 2021 CALPADS Fall 2	Courses: All Students: 26.4% English Learners: 14.9% Economically Disadvantaged: 22.1% Foster Students: * Homeless Students: * Data Year: 2022 CALPADS Fall 2		All 50% EL 25% Economically Disadvantaged: 30% Foster Students: * Homeless Students: * Data Year: 2023 CALPADS Fall 2
Sense of safety and school connectedness	68% School Connectedness/70% Sense of Safety Data Year: 2018-2019 Data Source: CHKS/DataQuest	2019-2020 data could not be collected	62% School Connectedness/75% Sense of Safety Data Year: 2021 Data Source: CHKS/DataQuest		75% School Connectedness/85% Sense of Safety Data Year: 2023 Data Source: CHKS/DataQuest
A-G Completion Rate	A-G: All Students 46%, EL 60%, SPED 59%, SED 47% Data Year: 2019-2020 Data Source: Dashboard	A-G: All Students 30.8%, EL 10.9%, SPED 10.8%, SED 28.7% Data Year: 2021 Data Source: Dashboard	A-G: All Students 28.5%, EL 8.7%, SPED 0%, SED 27.3% Data Year: 2022 Data Source: DataQuest		A-G: All Students 50%, EL 35%, SPED 45%, SED 50% Data Year: 2023 Data Source: Dashboard
Local Assessment-ELA	Correction: In order to align data in all years of the plan, the	All Students-29% Low Income-32% English Learner- 5% Foster Youth-22%	All Students- 73.06% Low Income- 96.86%		All Students- 85% Low Income- 96% English Learner- 35% Foster Youth- *%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	baseline was converted to the State Comparison rates. 20% Data Year: 2020-2021 Data Source: STAR	Homeless-22% Data Year: Spring 2022 Data Source: STAR	English Learner- 29.11% Foster Youth- *% Homeless- 0.18% Data Year: Spring 2023 Data Source: STAR READING		Homeless- 15% Data Year: Spring 2023 Data Source: STAR READING
Local Assessment- Math	Correction: In order to align data in all years of the plan, the baseline was converted to the State Comparison rates. 15% Data Year: Fall 2020-2021 Data Source: STAR	All Students-13% Low Income- 13% English Learner-7% Foster Youth-6% Homeless-7% Data Year: Spring 2022 Data Source: STAR	All Students- 80.82% Low Income- 96.71% English Learner- 29.07% Foster Youth- * Homeless- 0.96% Data Year: Spring 2023 Data Source: STAR MATH		All Students- 85% Low Income- 97% English Learner- 35% Foster Youth- * Homeless- 15% Data Year: Spring 2023 Data Source: STAR MATH
Broad Course of Study	Students Enrolled in Advanced Academic Courses: All 51%, EL 13%, Low Income 16% Corrected Students Enrolled in VAPA Courses: All 44%, EL 20%, Low-Income 40% Data Year: 2021 CALPADS Fall 2	Students Enrolled in Advanced Academic Courses: All 29.3%, EL 10.9%, Low Income 29.1% Students Enrolled in VAPA Courses: This data was not available. Data Year: 2021 CALPADS Fall 2	Students Enrolled in Advanced Academic Courses (AP/Honors): Total Unduplicated Students: 21.87% SED: 19.96% EL: 1.53% Foster: 04% Homeless: 0.10% Data Year: 2022 CALPADS Fall 2		Students Enrolled in Advanced Academic Courses: AP/Honor: Total Unduplicated Students:30% SED: 25% EL: 10% Foster: 10% Homeless: 5% Data Year: 2023 CALPADS Fall 2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Students Enrolled in VAPA Courses: All Students 15.3% Data Year: 2022 Source: CALPADS Fall 2		Students enrolled in VAPA courses: All 22% Data Year: 2023-24 Data Source: CALPADS Fall 2
Access to Dual Enrollment	n/a	n/a	High School Students completing dual enrollment college courses One course, All Students: 47.6% One course, English Learners: 29.9% One course, Economically Disadvantaged: 47.7% Foster Youth: n/a Two or more courses, All students: 37.2% Two or more courses, English Learners: 20.9% Two or more courses, Economically Disadvantaged: 37.4% Two or more courses, Foster Youth: * Data Year: 2022 Source: Dashboard CCI		High School Students completing dual enrollment college courses One course, All Students: 55% One course, English Learners: 35% One course, Economically Disadvantaged: 55% Foster Youth: n/a Two or more courses, All students: 40% Two or more courses, English Learners: 25% Two or more courses, Economically Disadvantaged: 40% Two or more courses, Foster Youth: * Data Year: 2023 Source: Dashboard CCI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G completion and CTE pathway completion rate	n/a	n/a	36% students completed A-G and a CTE pathway completion Data Year: 2022-2023 Data Source: CalPads EOY 1		Desired Outcome: 40% students to complete A-G and a CTE pathway completion

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Action 1: Core Program	<p>Needs, Conditions, and Circumstances: Our overall academic data shows some improvement and core areas of need that include ELA, Math and English Language Development for all students. Data indicates that our subgroups (English Learners, Low Income, Foster Youth) are in even greater need of a strong core academic program.</p> <p>Describe the Actions/Services: Selma Unified provides core instruction that is designed to meet the diverse needs of our students. Core materials and educational technology access are provided for every student. The first instruction is provided by properly credentialed teachers and supported by trained staff. This includes classified, certificated and administrative personnel recruited to the district by providing competitive salary and benefits packages for all groups. The district will maintain properly credentialed staff by providing ongoing professional learning and training for all personnel. The district also provides administrative support based on student needs.</p> <p>The district will also provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional</p>	\$64,328,093.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>services as noted in their IEP to ensure equity and access to district programming and free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs.</p> <p>How does the Action take the Needs into consideration? All students need strong academic programs provided by qualified teachers and staff. A coherent and systematic core program of highly effective curriculum and instruction has an especially positive impact on students who are Low Income, English Learners and Foster Youth.</p> <p>How will the Action be Effective in producing the intended Outcome? A highly effective program includes a coherent curriculum, a high-quality instructional program, program monitoring through data analysis and data-driven decision-making, progress monitoring through a system of assessments, and opportunities for high-level teacher professional development and collaboration.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: Providing a highly effective and evidence-based core academic program will produce academic achievement for all students.</p>		
1.2	Action 2: Program Support	<p>Needs, Conditions, Circumstances: As demonstrated on the STAR and CAASPP ELA assessment scores in the metrics section above, our overall student achievement remains low. In addition, there is an achievement gap between the performance rate of our Low Income, English Learner, and Foster Youth students when compared to the performance rate of all students. This gap is particularly significant in Math.</p> <p>Describe the Actions/Services and how the Actions take the needs into consideration: Academic program support personnel will be provided to include frequent analysis of student data for these groups. This personnel includes Program Managers & PM Assistants, Assistant Principals and the Selma High School District Data &</p>	\$2,294,032.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Assessment Specialist. These staff members support teachers to make instructional decisions based on data in order to increase and improve services for Low Income, English Learner, and Foster Youth students. This personnel is responsible for engaging, coordinating and leading the efforts for the identification of at-risk students, as well as monitoring the progress of these student subgroups.</p> <p>Program Managers, with the help of PM Assistants, and Specialized/Supplemental Assistant Principals will utilize grades, local and state data, and other local data to identify students who need extra intervention and support. They will receive professional learning in the areas of reading instruction, intervention, EL instruction, data analysis, and instructional observation strategies. They will conduct frequent classroom walk-throughs and give teachers feedback about the best first instruction. They will also plan, monitor and assist in the delivery of instruction and intervention within a Multi-Tiered Systems of Support framework. Finally, they will arrange Student Success Team and Attendance meetings with parents as partners to facilitate the elimination of individual barriers to student success.</p> <p>How does the Action take the Needs into consideration? Academic leaders, such as Program Managers, PM Assistants, Assistant Principals and the District Data & Assessment Specialist, will help our schools maintain a collective focus on school goals. They will coordinate teacher collaboration within and across teams to identify students' needs, and instructional priorities and bring individual students to the Student Success Team for review and referrals for interventions and support. They will also make sure that school-wide solutions are implemented to empower and coordinate the work of teachers and school staff around shared goals.</p> <p>How will the Action be Effective in producing the intended Outcome? Expected outcomes from this action are increases in student achievement on local and state assessments, particularly for our Low Income, English Learner, and Foster Youth students.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: As a result of implementing this action, we expect to show growth on local and state assessments, especially for our Low Income, English Learner, and Foster Youth students. This will lead to growth on local assessments of ELA and Math, especially for students in these subgroups. Because this action will also result in growth for all students, we will provide this action at every school in the District.</p>		
1.3	Action 3: Professional Development	<p>Needs, Conditions, and Circumstances: As demonstrated in the STAR and CAASPP ELA assessment scores in the metrics section above, there is an achievement gap between the performance rate of our Low Income, English Learner, and Foster Youth students when compared to the performance rate of all students, particularly in Math. Our local needs assessment showed a need to continue to address the need for high-quality instruction through Professional Development.</p> <p>Describe the Action/Services: The provision of Professional Learning for teachers, paraprofessionals, and administrators will include opportunities to focus on best instruction specifically designed for strategies and best practices that support English Learners, Special Education, Foster Youth, and Socio-Economically Disadvantaged students. Professional development activities will also be provided professional development activities specific to English Learners as per Ed Code 52064(e)(4).</p> <p>As a significant part of their responsibilities, Elementary and Secondary Directors of Curriculum Professional Learning will collaborate to provide training during Pre-service days, Release-Time and Extra-hours for teachers, PLC and Trainings on Minimum Days, based on identified student needs. Training opportunities will be provided in collaboration with site and district administrative staff, and supported through partnerships with consultants and coaches from outside agencies. The district will also provide classified staff and administrators with professional learning in supporting strategies to</p>	\$858,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support student's academic, behavioral, health and social-emotional needs.</p> <p>How does the Action take the Needs into consideration? Teaching Low Income and Foster Youth students requires strategies to help overcome specific barriers which include interrupted learning, poverty, transiency and the lack of access to resources. In addition, English Learners need language instruction and support in content area lessons and in English Language Development classes. Teachers need support to address these students' unique learning needs.</p> <p>How will the Action be Effective in producing the intended Outcome? Professional Learning in all content areas will be provided, and the District will prioritize areas of need including Math and instruction that will help close the achievement gap.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: We expect to improve the academic achievement of all students, and we are particularly focused on Low Income, English Learner, and Foster Youth students, based on this action. However, because this will result in growth for all students, we will provide this action on a district-wide basis.</p>		
1.4	Action 4: Broad Course of Study	<p>Needs, Conditions, and Circumstances: Our needs assessment and frequent feedback from our partners indicate that our struggling students, particularly our English Learners, Low Income and Foster Youth need equitable access to a variety of educational opportunities, including intervention, enrichment and advanced courses, to be successful. CAASPP results, graduation rates and A-G completion rates also demonstrate that our students, particularly those who are English Learners, Low Income and Foster Youth students need additional support to access advanced coursework.</p>	\$1,312,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Describe the Action/Services: The focus for elementary students in these subgroups includes offering a Dual Immersion pathway, which is an evidence-based strategy for collaboratively increasing achievement in both English-only and English Learners. For secondary students, including English Learners, Low Income and Foster Youth, expanding support for content area learning and the pathway to college and career includes the AVID program.</p> <p>Elementary: The District has begun to build a Bilingual Dual Immersion pathway, by establishing K/1 classes with Bilingual Teachers & Bilingual Instructional Aides, to which all students can apply to in Kindergarten and which will extend from grades K-2 next year. The District plans to add one grade level of Dual Immersion per year for at least the next 5-7 years.</p> <p>Secondary: For grades 7-11, the District would like to focus on increasing course access to advanced pathways and broad courses of study by supporting students through the AVID program.</p> <p>We will increase our Dual Immersion program enrollment by 1/3 from about 50 to about 75 students next year. There are currently 100 students enrolled in the AVID program at Middle and High School. We will maintain or increase that number. The AVID program includes a tutorial, supplemental books/supplies, college and career field trips and AVID conference/professional development for teachers. In addition, our secondary schools will examine challenges to master schedule to provide access to a broad course of study for English Learners, students receiving Special Education, and students in intervention courses due to potential scheduling conflicts affecting access to a Broad Course of Study.</p> <p>How does this Action take the Needs into consideration? The District will provide a Dual Immersion program which is an evidence-based program whose enrollment is designed to be balanced between English-Learners and English-only students. The District will also provide an exemplary AVID program, including</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>student recruiting targeting English Learners, Low Income and Foster Youth who need extra support to navigate the school system and to progress along a pathway from K-12 to college and career.</p> <p>How will the Action be Effective in producing the intended Outcome? Providing our subgroups with a broad course of study, including Dual Immersion and AVID will ensure that students are more engaged and motivated to complete graduation requirements and A-G requirements, and are more prepared to access advanced coursework that will lead to career and college opportunities upon graduation.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: The outcome of providing a Broad Course of Study will benefit our Low Income, Foster Youth and English Learner students the most by broadening course options and access to advanced instruction in a wide variety of academic areas. Some other subgroups, such as students with disabilities, students whose parents have low levels of education and who will be first-time college students and/or those who have increased rates of school-to-school transiency will also benefit from this goal, so we will provide these programs for those students as well.</p>		
1.5	Action 5: Teacher Collaboration	<p>Needs, Conditions, and Circumstances: As demonstrated in the STAR & CAASPP ELA assessment scores in the metrics section above, there is an achievement gap between the performance rate of our Low-Income students above that of all students. Foster/Homeless Youth show a 7% gap and the difference between the Reading progress of English Learners when compared to the performance rate of all students, is 24%, a huge gap in achievement. We are also focusing on our Math data, which shows an even greater need. According to the local assessment STAR Math, All Students are performing at 13% proficiency in math, Low-Income students fare the same as 13%, English Learners and Homeless students are at 7% and Foster Youth are 6% proficient. The PLCs are</p>	\$523,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>focusing on ways to address the gap in Math learning across the grade levels, and especially for our most affected subgroups.</p> <p>Describe the Action/Services: An analysis of local needs identified that one way we can address this gap is to continue to improve and refine our Professional Learning Communities. Teacher collaboration, when implemented effectively, is a way for teachers to dialogue about teaching practices to specifically address student needs. The district will continue to provide dedicated time for collaboration and professional learning to support data-driven decision-making.</p> <p>The District will continue the K-6 embedded PLC schedule, utilizing certificated and classified PE personnel to provide student instruction during grade-level PLC times at all elementary school sites. Selma High, Abraham Lincoln Middle School, and Heartland will continue to implement PLCs using existing schedules.</p> <p>How does the Action take the Needs into consideration? Opportunities for teacher collaboration allow staff to analyze and review data to inform instruction and provide differentiated strategies to struggling students based on the identified students' needs.</p> <p>How will the Action be Effective in producing the intended Outcome? The result of effective collaboration, utilizing formative assessment data in the PLC format, will help the District refine instruction and increase the number of the identified students meeting proficiency on local assessments.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: The ultimate outcome will be a positive impact on our English Learner, Low Income and Foster Youth students' academic achievement. Although PLC's primary purpose is to address the needs of low-performing students, especially those in our subgroups (ELs, Foster Youth), we expect that all students working to meet proficiency will</p>		

Action #	Title	Description	Total Funds	Contributing
		benefit from the services. Therefore this strategy will be provided on a district-wide basis.		
1.6	Action 6: Supplemental Materials and Services	<p>Needs, Conditions, and Circumstances: As demonstrated in the local assessment scores for all students and subgroups as documented above, we have a demonstrated gap in local assessments of ELA and Math for English Learners Foster/Homeless Youth. On the CAASPP, there is a 12% gap between all students and Low-Income students in both ELA and Math. Overall, our students score especially low in math on both state and local assessments. The District recognizes the need to improve instruction, especially for the above subgroups.</p> <p>Describe the Action/Services: Based on feedback from our educational partners, Selma USD students living in low socio-economic circumstances may lack equitable access to materials at home. Our schools provide supplemental books, enriching experiences, and other stimulating materials to create a positive learning environment to engage our most disadvantaged students. The resources provided by this goal will supplement core instruction to address the gaps of the identified student groups. These resources include access to field trips and outdoor education to support active, hands-on and experiential learning for disadvantaged students and English Learners who might not otherwise be able to participate in these enriching experiences. Additionally, supplemental and extension resources and services will equip students with the support needed to address the long-term impact of the pandemic for students of the identified groups.</p> <p>To most effectively meet the goals of target students, schools will follow district-established guidelines and protocols to ensure expenditures adhere to funding requirements and are designed to meet the needs most associated with low-income, foster, and English learners. Approved expenses include supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, technology, intervention programs, social and emotional</p>	\$2,358,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>environments/materials/support, enrichment opportunities, supplies/incentives for learning benchmarks, and parent and family engagement and literacy programs. All expenditures are based on district and site needs assessments examining the unique needs of FY, LI, and EL students. Based on the needs and the focus is on supplementary instructional materials for literacy and numeracy, ELD, and interventions, as well as technology hardware and software to support student access to supplementary materials. Providing additional funding for instructional support at each site allows for specific design and methods to meet the unique needs of low-income, foster youth and English learners. We expect that the student results of foster youth, low-income, and English learners will increase their state and local ELA and Math scores as the additional resources are designed to meet the needs most associated with the specific student groups. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p> <p>How does the Action take the Needs into consideration? The resources and support in this action will provide additional access and opportunities for the identified students to engage in hands-on learning, cooperative learning, extended learning, project-based learning, and blended learning which support collaboration, communication and improved social skills.</p> <p>How will the Action be Effective in producing the intended Outcome? Providing specific supplemental materials and services will help us address the achievement gap and result in increased academic achievement for students in our identified subgroups.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: The outcome of this action will be increased student performance in ELPAC, Science, and CAASPP Math and ELA. Efforts in this action item will focus primarily on meeting the needs of English Learners, Foster Youth, and low-income student groups, including those students receiving Special Education services. However, because this action will benefit all students who are struggling to make progress on</p>		

Action #	Title	Description	Total Funds	Contributing
		CAASPP Math and ELA, these actions and services will be provided on a district-wide basis.		
1.7	Action 7: Career Technical Education	<p>Needs, Conditions, and Circumstances: Current Career Technical (CTE) pathway completion data shows that 22.3% of all students, 13.4% of English Learners, and 22.1% of low-income students completed a CTE pathway. 25% of our Homeless Students also completed a CTE pathway.</p> <p>This data demonstrates that rates for all students and low students have dropped slightly. English Learners completing CTE pathways have increased by nearly 3%.</p> <p>Feedback from our partners shows that our students need increased access to Career Technical Education.</p> <p>Describe the Action/Services: The District will improve current pathways, adding pathway courses, and establishing new pathways in CTE to improve completion rates for identified students. We are also working on developing articulated pathways between Middle and High Schools. The District has a strong ongoing partnership with VROP. The elementary schools support this goal by implementing lessons designed to increase student awareness of college and career opportunities. Finally, we provide opportunities for our parents to learn about career technical opportunities.</p> <p>A review and analysis of local and state data identified a need to highly qualified School Counselors to ensure identified students are provided with increased access and awareness of the CTE/VROP courses available at secondary sites. School Counselors help students set goals for graduation and beyond, including the ability to self-select CTE/VROP pathways which will help them successfully enter post-high school college and career paths. This goal will provide students with Career Tech Pathway courses at the middle school and high</p>	\$3,484,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school levels, such as; Agriculture, Manufacturing, Firefighting, and Nursing.</p> <p>How does the Action take the Needs into consideration? According to the CDE, CTE courses/pathways increase engagement in school by involving students as decision-makers and “owners” of their education process, increases high school graduation rates, decreased risk of dropping out of high school, and results in a higher percentage of students going to college and persisting through graduation. Students taking both academic and technical courses have lower dropout rates and better achievement gains than other students. The National Dropout Prevention Center/Network states quality CTE and related Guidance programs are “essential for all students”, but combined with other strategies will most effectively reduce the dropout rate. Statistically, students in these programs are typically from lower achieving and lower socioeconomic status than their peers. Studies show that participating in CTE pathways means that these students will be just as likely to enroll in postsecondary education and eventually earn higher wages. Finally, CTE classrooms are the ideal place to learn language through hands-on activities, which supports increased achievement for English Learners.</p> <p>How will the Action be Effective in producing the intended Outcome? The outcome of providing student access to CTE courses, including working with School Counselors to identify individual career and college goals, will be increased CTE pathway completion for identified students.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: We are hoping to increase CTE completion in order to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all students, but is especially effective for students most at risk of dropping out. Because this service will also assist all students who are working towards completing CTE pathways, these strategies will be provided at all secondary sites.</p>		

Action #	Title	Description	Total Funds	Contributing
1.8	Action 8: Libraries	<p>Needs, Conditions, and Circumstances: CAASPP data for all students in grades 3-8 and 11 show proficiency in ELA at 47.06%. There are gaps in ELA proficiency for Low-Income students who are only 35.24% proficient. Homeless are 27.79% proficient and Foster Youth are lower at 20.6%. English Learners demonstrate the most significant gap at only 12.47% proficient. Local data from the STAR Reading assessments demonstrate similar gaps in learning between all students and our subgroups.</p> <p>An analysis of both state and local data shows a need to continue to support literacy development. The District will address this by providing supplemental services via school libraries.</p> <p>Describe the Action/Services: The School libraries will provide access to supplemental materials and resources that will assist students in acquiring 21st Century Skills and improving literacy skills. While libraries play a part in traditional literacy skill development, with the increased use of technology and implementation of Common Core State Standards (CCSS) access to strong school library programs has become even more important. It is the District's vision that the school library programs be a center of teaching and learning. We will also contract with the county office of education to support school librarians, technicians and clerks tackle the issue of making library services more accessible to Foster Youth, English Learners and Low-Income students, including the organization of materials, schedules, programs and services.</p> <p>How does the Action take the Needs into consideration? To attain the goal of every student being on the path to college and career readiness the school library program will play an active role in student success for our identified subgroups by library staff working collaboratively with school leaders to support increased literacy and learning for our most struggling students.</p> <p>How will the Action be Effective in producing the intended Outcome? The District will increase access to literacy resources for low-income families and identify students through increased hours for libraries so</p>	\$1,514,487.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that students can access resources, homework help, and digital devices and tools after school. Libraries will serve as a hub for tutorials, enrichment and intervention services for identified student groups. As a result of feedback from our District partners, our libraries will increase student access to multicultural and multi-lingual books and resources to support English Learners and immigrant students.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: We believe that providing improved library services will develop strong literacy skills for identified students resulting in increased performance on local assessments and leading to an increase in ELA CAASPP. Efforts in this action item will focus primarily on meeting the needs of the identified student groups. However, because this service will also support all students who are struggling with literacy, the service will be provided district-wide.</p>		
1.9	Action 9: Visual and Performing Arts	<p>Needs, Conditions, and Circumstances:</p> <p>The desired outcomes of this action include improved verbal, reading, and math skills, as well as an increased capacity for higher-level thinking skills, analyzing and problem-solving. In conjunction with the desired outcomes, the research from the National Endowment for the Arts shows that low-income students who engage in quality arts experiences in school are more likely to pursue college, vote, and participate positively and actively in their communities. Research shows that the arts can also support second language development. The district strives to ensure our VAPA programs are provided to our EL, and low income, and foster students to continue to gain student interest and academic successes that empower students to be college and career ready as well as increase the comprehension and expression.</p> <p>District partners provided strong feedback that our Visual and Performing Arts programs contribute to high levels of student engagement, improved social-emotional well-being, and improved</p>	\$1,662,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>academic levels. A standards-based VAPA program provides students with ways to work at a personalized pace, develop self-expression and self-confidence, and to experience a sense of self-worth and accomplishment. For these reasons, the District plans to continue to improve for EL, Low Income, and foster students additional VAPA services. VAPA staff provide high-quality programs and courses including elementary and secondary instrumental music, art, choir, drama, and Folklorico Dance.</p> <p>The District has embarked on developing a Strategic Arts Plan that will supplement ongoing LCAP funding with the one-time Instructional Materials, Arts and Music budget. The District will also use Proposition 28 funds to help develop a well-rounded VAPA program for all TK-12 students.</p> <p>Describe the Action/Services: This action will provide for high-quality VAPA programs in vocal and instrumental music, performing and visual arts, as well as CTE arts courses such as digital and multimedia arts. This action will include purchasing and repairing costumes, uniforms, concert attire, instruments and materials to allow for greater access for identified students to participate in VAPA during and after school. This action provides funds to hire personnel at all levels, including a push-in music teacher who can teach small groups and provide release time for teacher professional learning. The action includes student summer art camps which the District offers free to disadvantaged students. The LCAP action outlined here also supports the arts programs with updated technology and equipment.</p> <p>How does the Action take the Needs into consideration? Students that take VAPA courses show improved verbal, reading, and math skills, as well as an increased capacity for higher-level thinking skills, analyzing and problem-solving. A report from the National Endowment for the Arts shows that low-income students who engage in quality arts experiences in school are more likely to pursue college, vote, and participate positively and actively in their communities. Research shows that the arts can also support second language</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>development. Visual and performing arts can also contribute to increased comprehension and expression for English Learners</p> <p>How will the Action be Effective in producing the intended Outcome? A robust Visual and Performing Arts program with supplemental services and materials will have an especially significant impact on EL, Low Income, and foster students' additional VAPA services by decreasing barriers that our educational partners identified for participation in the arts.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: This goal will support improved academic achievement, increased local assessment results and higher CAASPP scores for our English Learners, Foster Youth and Low-income students. However, because this service will also support all students who are struggling with academics, the service will be provided district-wide.</p>		
1.10	Action 10: Educational/Information Technology	<p>Needs, Conditions, and Circumstances: This action is being provided to address the “digital divide” between rich and poor students. Students who come from higher-income homes are more likely than others to have good access to digital resources according to the Pew Internet & American Life Project. Our District partners gave feedback that supported the continued implementation of technology devices, classroom technology and technical support. Local feedback has shown technology has a positive impact on EL, low-income and foster youth student learning. It contributes to increased engagement and supports students to retain more information. When implemented at a school site, technology provides efficient systems for monitoring data and communicating with parents. In addition, technology tools such as laptops, tablets and digital display screens provide the identified students with current programs and applications for learning.</p> <p>Nearly all of our curricular, instructional and assessment programs are now provided to students and staff online. In addition, our attendance</p>	\$2,655,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>monitoring and follow-up, parent communication and virtual conferencing applications all rely on the current technology devices. Our educational partners, especially principals, parents and teachers, expressed concerns about access to the Internet, technology-based instruction and ongoing access to student devices for online programs.</p> <p>Describe the Action/Services: This action will provide the most current digital devices and tools, including devices and online programs for students and staff. It will also provide for improved infrastructure, internet access and technical support to offer equitable opportunities for our students to learn technology skills, use data and develop academic proficiency. The actions here will help teachers and administrators implement digital curriculum, provide high-quality instruction and assessment to monitor progress and address individual student needs.</p> <p>The District will provide a set of leased devices and equipment for certificated and classified staff, plus students and classrooms with a priority for EL, Low Income, and foster students. In addition to 1:1 technology devices, this goal will also provide wifi hotspots for students who do not have internet access at home, in order to supply our disadvantaged students with the tools they need to complete homework and schoolwork, reading materials, supplemental programs and tutoring during and after school. Online programs will be provided for classroom instruction and intervention.</p> <p>How does the Action take the Needs into consideration? With the ongoing arrival of new technology, digital instruction is relevant to the students providing relevant learning experiences and increase access to college and career. Technology can provide hands-on learning opportunities which can be integrated into all content areas, including math, reading, science, and social studies. It gives students multiple opportunities to collaborate with peers within the classroom, school, district, community and beyond. Technology also provides a variety of ways for us to communicate with parents, to follow-up on attendance issues and provide a virtual meeting format to encourage more parent involvement.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>How will the Action be Effective in producing the intended Outcome? The impact of providing high-quality supplemental resources, digital devices and tools will allow us to provide the identified students with learning opportunities that are differentiated and engaging, as well as ways to increase parent participation and communication. These factors combined will lead to increased motivation, engagement and achievement for our students and their families.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: Providing current devices and additional support for low-income students and foster youth will improve access to digital devices and instructional tools to help even the playing field for students in our subgroups. These students benefit from increased curricular support offered by adaptive programs and supplemental online programs that can be accessed during class as well as outside of regular classroom time. However, because technology will also support all students, these actions are being provided District-wide.</p>		

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal of providing a high-quality education with coherent curriculum, assessment and instruction in order to ensure that all students make progress toward grade level.

Goal 1, Action 1: Core Program - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

First instruction was provided as planned including classified, certificated and administrative personnel recruited to the district by providing competitive salary and benefits packages for all groups. Properly credentialed staff was provided by providing properly credentialed teachers, ongoing professional learning and training for all personnel, as well as administrative support based on student needs. Overall progress on local assessments is improving slowly. More attention is needed to improve the core program, including more frequent formative and progress-monitoring assessments, more targeted benchmarks, and the implementation of more evidence-based instructional strategies.

Goal 1, Action 2: Program Support - 5 – Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation.

The district provided program support based on student needs for the identified student groups. Specifically, Socio-Economically Disadvantaged students, and English Language Learners. Administrative staff such as Program Managers and specialized Assistant Principals were key in the district's efforts to increase services for English Learners and Low-Income students. Program Managers and specialized Assistant

Principals engaged, coordinated and led the monitoring of student academic progress. They collaborated with the Admin PLC in the areas of reading, intervention, EL instruction, data analysis, and instructional observation strategies. These staff members were essential in monitoring and assisting with the delivery of intervention services within the Multi-Tiered Systems of Support framework. The district used up-to-date disaggregated information, both academic and school

climate data, providing timely information for teachers to use to make immediate changes in instruction. The Admin PLC analyzed data regularly, including academic, behavior, attendance and suspension information so that teachers and administrators could partner to maintain a clear and consistent focus on decreasing performance gaps for identified students.

Goal 1, Action 3: Professional Development and Coaching - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

Professional learning was provided in collaboration with site and district administrative staff. The professional learning provided was aligned with student needs and included collaboration and PLC time for analyzing local and state assessments and benchmarks above in Action 2. The district provided administrators with ongoing professional learning, training and support around four types of data: academic achievement, behavior, attendance and social-emotional learning.

Goal 1, Action 4: English Learner Services - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

In order to improve the growth of English Learners in becoming fully English proficient, the district provided professional development, bilingual instructional aides, a newly implemented Progress Monitoring Tool and a new Dual Immersion program, which are among some of the strategies that are working to increase EL rates of reclassification.

Goal 1, Action 5: Collaboration - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

Teachers have been collaborating in PLCs this past year primarily on math. Teachers in K-6 had PLC time during the embedded schedule, utilizing certificated and classified PE personnel to provide student instruction during grade-level PLC times. Selma High, Abraham Lincoln

Middle School, and Heartland continued to implement PLCs using existing schedules. This collaboration allowed staff to analyze and review data to inform instruction and provide differentiated strategies based on the identified student's needs.

Goal 1, Action 6: Supplemental Materials and Services- 5 – Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation.

The district provided identified students with supplemental standards-aligned resources and supports, including technology integration, intervention, hands-on learning, educational excursions, hands-on learning, CTE resources, language development resources, and enrichment activities. Supplemental curriculum and assessment provided data and information to teachers and administrators to inform instruction that addressed student needs in a timely manner.

Goal 1, Action 7: Career Technical Education - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

We continued to provide increased access to Career Technical Education by maintaining pathways, adding pathway courses, and establishing new pathways in CT. In addition, the high school counselors were trained to monitor the progress of CTE programs. Access to caring adults on campus increased by working with School Counselors to ensure identified students were provided increased access and awareness of the CTE/VROP courses available at secondary sites, and are assisting identified students with goal-setting and college and career planning.

Goal 1, Action 8: Libraries - 5 – Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation.

We continued to support literacy by providing supplemental services via school libraries. The school libraries provided access to supplemental materials and resources to assist students in acquiring 21st Century Skills and improving literacy skills. Books, equipment, and reading materials were provided at various Lexile levels, of various topics and languages. In addition to traditional print format, materials were also checked out in digital formats. Library staff were trained to assist with literacy workshops for families. Library staff collaborated with Ed Services, Information Technology, site administrators and classroom teachers to facilitate the distribution of supplemental materials that were targeted to meet the needs of the identified students. They also helped facilitate enrichment and intervention activities as part of a robust library program in order to meet the need to increase access to literacy resources for low-income families and identified students.

Goal 1, Action 9: Visual and Performing Arts - 5 – Full Implementation and Sustainability.

No substantive difference in planned action compared to the actual implementation.

VAPA staff provide high-quality programs and courses including elementary and secondary instrumental music, art, choir, drama, and Folklorico dance. The district continued to develop site and district-level recruitment programs; provide ongoing collaboration between arts programs; provide opportunities for experts in the fine arts to collaborate with personnel for the needs of identified students; Promote the arts with a variety of events to increase student and family participant and support positive school connections; This action provided for purchases in vocal music, performing arts, and visual arts, as well as instrumental music; Provide for purchasing and repairing costumes, uniforms, concert attire, and instruments which allowed for greater access for identified students. We also provided funds to hire personnel at all levels, and funds for participation in arts festivals and summer art camps. We also provided updated technology, purchased, maintained and repaired instruments, and provided needed materials and equipment. These services provided increased access for the identified

student groups to VAPA programs by eliminating barriers identified by our educational partners for increased participation in Visual and Performing Arts.

Goal 1, Action 10: Learning Environments - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

The district implemented the systems of support framework at all school sites. Continued implementation of academic and behavior supports included School and district leadership teams that used academic data, behavior, and discipline data to identify areas of need and strengths for the planning of site goals. All sites were provided with staff that contributed to physical and emotional safety support and services. An emphasis on Social-emotional, and mental health was implemented, including PBIS strategies and new PBIS aides, supplemental health staff, and campus aides. Improving learning environments has had an impact on teaching and learning. We have worked on providing safe, orderly, and positive campuses as well as respectful and inclusive relationships. We believe that this will allow students to feel engaged, safe, and supported in order to maximize their learning.

Goal 1, Action 11: Educational Technology - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

The district engaged in the integration of educational technology with digital content, instruction and assessment as important learning tools. Teachers used technology daily in order to create a more engaging and individualized learning environment through the use of digital academic tools and interactive platforms. The district provided staff, infrastructure, software, online access, and hardware to supplement instruction for all students, through the use of student computers, educational learning programs, and access to WIFI for practice and review from home. Access for identified students to current and regularly upgraded, classroom technology provided greater opportunities and access to 21st-century knowledge and skills and helped improve student achievement and graduation rates.

Overall Successes: To ensure this goal was met, overall Selma Unified strengths this year included program support, regular collaboration and data analysis, VAPA, Technology, CTE and Library programs. Our English Learner programs are also improving, and reclassification and ELPAC results demonstrate increasing success in this area.

Overall Challenges: The LEA is working on building a strong core instruction program. Providing the best first instruction, professional learning, and coaching continues to be a challenging strategy, as time for training and collaboration has been limited by school schedules and demands on staff time.

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

Goal 1, Action 1: Core Program

No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 2 resulted in an estimated actual expenditure of \$2,405,806 which was less than the budgeted expenditure of \$2,665,163. This lesser expenditure for program support was due to changes in staff, for example some staff who left their positions early and positions were not re-filled during the year.

Goal 1, Action 3: No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 4 resulted in an estimated actual expenditure of \$2,073,025 which was less than the budgeted expenditure of \$3,200,421 due to the fact that the district used one-time funds instead of LCAP funding for many of the planned actions. Staffing costs, professional learning, collaboration and external coaching costs were also less than expected. In addition, categorical program responsibilities were given to an existing administrator and a position was eliminated.

Goal 1, Action 5 resulted in an estimated actual expenditure of \$668,568 which was slightly less than the budgeted expenditure of \$750,000 based on unexpected variances in online program costs.

Goal 1, Action 6 resulted in an estimated actual expenditure of \$5,793,446 which was less than the budgeted expenditure of \$6,317,509. We spent about \$1.2 million less than expected due to using one-time funds for many of the planned actions. The district chose to focus on the core program, especially in math, which reduced supplemental materials costs. In addition, improving our ability to keep and share an inventory of existing programs resulted in less of a need to provide additional supplemental resources.

Goal 1, Action 7: resulted in an estimated actual expenditure of \$2,391,715 which was less than the budgeted expenditure of \$3,587,729 due to unexpected changes in staffing. The district works with Valley ROP to provide guidance on CTE programs and pathways, and this goal is taking longer than expected to implement...this action will continue and extend into next year.

Goal 1, Action 8: resulted in an estimated actual expenditure of \$2,057,827 which was less than the budgeted expenditure of \$2,540,729 due to unexpected changes in staffing. We also funded several literacy and library-related actions from one-time funding instead of our LCAP library budget.

Goal 1, Action 9: Visual and Performing Arts

No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 10: Learning Environments

No substantive difference in planned action compared to the actual implementation.

Goal 1, Action 11: Educational Technology

No substantive difference in planned action compared to the actual implementation.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress toward the LEA’s goal

Goal 1, Action 1: Core Program - 2– Somewhat Effective

Core instruction is developing, with the district focusing on the use of ELA/MATH/ELD data to make instructional decisions. Local and state assessments demonstrate that more improvement is needed. Student achievement is reflected on the 2022 CAASPP ELA - ALL Students At/Above Standard: 47.06%; Low-Income students: 35.24%; English Learners: 12.47% and Students with Disabilities: 15.61%. On the 2022 CAASPP MATH, ALL Students At/Above Standard: 33.38%; Low-Income students: 21.23%; English Learners: 9.71% and Students with Disabilities: 11.41%

Goal 1, Action 2: Program Support - 3 –Effective

As a result of implementing this action which provided additional support for student learning, we showed growth in CAASPP 3rd-8th grades which increased from 44.7%% in 2021 to 45.74% in 2022. Low-Income students outperformed the overall student population on the local ELA assessment (STAR) by 3% and equaled the local math assessment (STAR MATH) proficiency of overall students. Foster Youth exceed the district average in ELA with 56% of Foster Youth proficient in ELA according to CAASPP 2022.

Goal 1, Action 3: Professional Development and Coaching - 3 –Effective

As a result of implementing this action, progress was noted in local and state assessments and benchmarks above in Action 2. For example, we provided professional learning on the new EL Program Monitoring Tool, ELA, and Math. We showed growth on CAASPP 3rd-8th grades which increased from 44.7%% in 2021 to 45.74% in 2022. Low-Income students outperformed the overall student population on the local ELA assessment (STAR) by 3% and equaled the local math assessment (STAR MATH) proficiency of overall students. Foster Youth exceed the district average in ELA with 56% of Foster Youth proficient in ELA according to CAASPP 2022.

Goal 1, Action 4: English Learner Services - 3 –Effective

As a result of implementing this action and providing improved monitoring and support for English Learners, as well as improving our reclassification process, the district reclassification rate for 2020-2021 was 3.2% which was 54 students. Internal data shows that we have already reclassified 137 students, so we know the number is increasing. We went from 10.5% proficient on ELPAC in 2020 to 15.8% in 2022.

Goal 1, Action 5: Collaboration - 3 –Effective

As a result of implementing this action, we improved collaboration, ongoing and dedicated PLC time for teachers and administrators, especially around mathematics achievement, helped improve local math data, as measured by the assessments Math Mastery unit tests, and reduced D & F rates in many middle and high school math courses, are evidence of increased achievement in math.

Goal 1, Action 6: Supplemental Materials and Services- 3 –Effective

As a result of implementing this action, the district-provided supplemental materials and services helped improve local assessment data which is evidenced in increased CAASPP 3rd-8th grade scores which have increased, in particular CAASPP 3rd-8th grades which increased from 44.7%% in 2021 to 45.74% in 2022. Low-Income students outperformed the overall student population on the local ELA assessment (STAR) by 3% and equaled the local math assessment (STAR MATH) proficiency of overall students. Foster Youth exceed the district average in ELA with 56% of Foster Youth proficient in ELA according to CAASPP 2022.

Goal 1, Action 7: Career Technical Education - 3 –Effective

As a result of implementing this action through an ongoing partnership with VROP and other CTE strategies, we improved CTE completion rates for English Learners from 10.9% in 2021 to 13.4% in 2022. Our graduation rate increased from 87.5% in 2021-22 to 89.5% in 2022-23. We continued to increase student awareness of college and career opportunities, A-G requirements, and parent involvement in CTE.

Goal 1, Action 8: Libraries - 3 –Effective

As a result of implementing this action, provided library services improved literacy skills for identified students resulted in increased performance on local STAR ELA assessment (as noted in Action 2), in particular, low-income students outperformed the overall student population on the local ELA assessment (STAR) by 3%, which will lead to an increase in achievement on the CAASPP ELA.

Goal 1, Action 9: Visual and Performing Arts - 3 –Effective.

As a result of implementing this action, the District provided high-quality VAPA instruction with professional development for teachers, supplemental resources, and programs, the students increased achievement on local assessments as mentioned in Action 2 above. Evidence of improved school culture is also 62% School Connectedness and 75%Sense of Safety on the California Health Kids Survey last year in 2021-22.

Goal 1, Action 10: Learning Environments - 3 –Effective

Through the implementation of actions meant to improve learning environments such as SEL programs and the Positivity Project, particularly for the identified groups, all students made social-emotional progress as measured by suspension rates for all students which reduced from 4.4% last year to 3.9% this year; from 3.1% to 20% for English Learners; but increased slightly for Foster Youth and Homeless students. Evidence of improved school culture is also 62% School Connectedness and 75%Sense of Safety on the California Health Kids Survey last year in 2021-22.

Goal 1, Action 11: Educational Technology - 3 –Effective

As a result of implementing this action, access improved for identified students to current and regularly upgraded, classroom technology provided greater opportunities and access to 21st-century knowledge and skills and helped improve graduation rates from 87.5% in 2021-22 to 89.5% in 2022-23.

The actions in Goal #1 helped make progress toward academic achievement for all students. Implementation of the above strategies helped close the gap for students to various extents in local assessments, graduation rate, CTE pathways and suspension data.

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.

We changed the metrics and desired outcomes for CAASPP 2022 scores in all grades. In the previous year, we only had 11th-grade scores making it hard to estimate what a good outcome for all grade levels would be. Now that we have 3rd-8th and 11th grade CAASPP scores from last year, we can better gauge potential progress. We also changed our desired outcomes for AP Course passing rates to put them within reach in the coming year. The assessment passage rates are anticipated to improve but that is not occurring as rapidly as expected. For organizational purposes in this LCAP, data for Enrollment in Advanced Courses and Enrollment in VAPA were separated into separate records. Finally, we added a data point and desired outcomes for high school enrollment in dual enrollment college courses for all students and by subgroup.

Goal 1, Action 1: Core Program

The District plan to add TK staff and programs into the core program expenditures since it is now a part of the general program instead of an additional option. We have also added CAASPP data points for grades 3-8 (in addition to 11th grade) since they are again available.

Goal 1, Action 2: Program Support

We plan on minor changes in staffing plans, with slightly higher costs due to a new staff ratio formula from Human Resources.

Goal 1, Action 3 is now Professional Development. We have revised this action to include a variety of professional learning opportunities for all staff (teachers, classified and administrators).

Goal 1, Action 4: The English Learner Services action has been moved and is now goal 2, action #2 as it is a better match for the MTSS goal to address the needs of Tier 2 students. This action has changed to focus on a Broad Course of Study in order to offer a breadth of educational opportunities for students.

Goal 1, Action 5: Collaboration

No major changes are planned.

Goal 1, Action 6: Supplemental Materials and Services

No major changes are planned. The district will add some new online programs and assessments designed to meet the specific needs of students in Tier 1, namely an early literacy phonics assessment and intervention program, as well as other supplemental resources for classroom teachers to add differentiation-specific literacy and math skills.

Goal 1, Action 7: Career Technical Education

Will continue to work on this goal which is taking longer than expected. We are working on articulating CTE pathways between middle and high school, and on increasing the number of articulate CTE pathways available to high school students. We are also adding internship opportunities to encourage students to take and complete CTE courses in fields of their interest.

Goal 1, Action 8: Libraries

No major changes planned. We will add a contract from FCSS (County Office of Education) in order to support our library staff in reviewing their handbook of consistent policies and procedures for libraries across the district. They will also be working on adding textbook inventories to the elementary libraries and consider the use of Lexiles to measure reading proficiency and digital literacy materials to library implementation. We will also send half of our library to the American School Library conference in the coming year.

Goal1, Action 9: Visual and Performing Arts

No major changes planned. Additional funding will be available to increase and improve VAPA programs, including the Art, Music and Instructional Materials grant (one-time funding) and the newly approved Proposition 28 (ongoing) budget.

Goal 1, Action 10: Learning Environments was moved to Goal 3 as it is more applicable to MTSS for Social-Emotional Learning, Behavior and Safety. What was formerly Goal 1, Action 11 is now Action 10: Educational Technology. We have increased planned spending for technology to support a new district technology implementation plan with a regular refresh cycle, consistent and equitable devices, and improved implementation.

Metric added: A-G completion and CTE pathway completion rate

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

Goals and Actions

Goal

Goal #	Description
2	Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 academic support.

An explanation of why the LEA has developed this goal.

While Goal 1 in the LCAP addressed Tier I, Goal 2 moves on to address the needs of students who will need Tier II and/or Tier III interventions. Meeting our goals will require that every student make progress towards academic and behavior goals, and we recognize that this requires addressing the specific and individualized needs of our students, in particular those from unduplicated student groups. The district increased the proficiency rates in reading and math as noted in Goal 1. While there is growth for all student groups, there is an achievement gap for some students in the identified student groups, in particular, English Learners.

For these reasons, we will continue with this goal as addressing the unique student needs continue to be critical to student growth and success. The district will utilize state and local data, to identify students in need of intervention for academic, linguistic, and social-emotional services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	All Students: 5.9% Adjusted English Learners: 5.1% Socio-Economically Disadvantaged: 6.3% Foster Youth: 7.5% Homeless Students: 1.4% Data Year: 2018-19 Data Source: DataQuest	Data for all sub-groups was included in baseline and Year 1 All Students-4.4% English Learners: 3.1% Socio-Economically Disadvantaged: 4.5% Foster Youth:14.9%	All Students-3.9%% English Learners: 2.9%% Socio-Economically Disadvantaged:4% Foster Youth: 15.9% Homeless Students: 9.5% Data Year: 2021-22 Data Source: DataQuest		All Students-<3% Adjusted English Learners: <3% Socio-Economically Disadvantaged: <3% Foster Youth: <5% Homeless Students: <5% Data Year: 2022-2023 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Homeless Students: 6% Data Year: 2019-2020 Data Source: DataQuest			
Expulsion Indicator	All Students: 0.1% Adjusted English Learners: 0.2% Socio-Economically Disadvantaged: 0.1% Foster Youth: 0% Homeless Students: 0% Data Year: 2018-19 Data Source: DataQuest	All Students: 0.2% English Learners: 0.1% Socio-Economically Disadvantaged: 0.2% Foster Youth: 0% Homeless Students: 0% Data Year: 2019-2020 Data Source: DataQuest	All Students: 0.4% English Learners: 0.1% Socio-Economically Disadvantaged: 0.1% Foster Youth: 0% Homeless Students: 0% Data Year: 2021-22 Data Source: DataQuest		Maintain below 1% for all student groups Data Year: 2022-23 Data Source: DataQuest
Middle School Dropout Rate	1 Data Year: 2019-20 Data Source: DataQuest	0 Data Year: 2020-21 Data Source: DataQuest	0 Data Year: 2021-22 Data Source: DataQuest		< 1 Data Year: 2022-2023 Data Source: DataQuest
High School Dropout Rate	0.6% Data Year: 2019-2020 Data Source: DataQuest	0.4% Data Year: 2020-2021 Data Source: DataQuest	3.6% Data Year: 2021-22 Data Source: DataQuest		1% Data Year: 2022-2023 Data Source: DataQuest
EL Reclassification Rates	10.2%. Data Year: 2019-2020 Source: Local SIS	The 2020-2021 reclassification rate was 3.2% Data Year: 2021	The 2021-22 reclassification rate was 6.4% Data Year: 2022 Source: Local SIS		2022-23 reclassification rate 5% Data Year: 2022 Source: Local SIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Local SIS			
Ever-EL Data	2019-20 EL Data 0-3 Years At-Risk=26.5%, 4-5 Years LTEL=10.1%, 6+ Years=15.8% Source: DataQuest	2020-21 EL Data 0-3 Years At-Risk=25.8%, EL 4-5 Years LTEL=11.0%, EL 6+ Years=19.3% Source: DataQuest	2021-22 EL Data 0-3 Years At-Risk=26.0%, EL 4-5 Years LTEL=12.0%, EL 6+ Years=21.0% Source: DataQuest		0-3 Years At-Risk=20.0%, EL 4-5 Years LTEL=10%, EL 6+ Years=15.0% Source: DataQuest 2022-23
EL students making progress toward English Proficiency	9.7% Data Year: Spring 2019 and 2020 Data Source: ELPAC	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC 10.7% Data Year: Spring 2021 Data Source: ELPAC	2022 ELPAC 47.1% making progress towards English language proficiency Data Year: Spring 2022 Data Source: ELPAC		ELPAC 20% 55% making progress toward English language proficiency Data Year: 2022 & 2023 Data Source: ELPAC
CAASPP ELA	Data Not Available	CAASPP ELA is not available for all subgroups due to elementary and middle school sites opting not to test using CAASPP in the Spring of 2021. Data Year: 2020-2021 Data Source: SBAC Results	ALL Grades/All Students CAASPP ELA: ALL: 47.06% LI: 35.24% ELs: 12.47% SPED: 15.61% Data Year: 2022 Data Source: SBAC Results		ALL Grades/All Students CAASPP ELA: ALL: 65% LI:50% ELs: 30% SPED:20% Data Year: 2023 Data Source: SBAC Results
CAASPP MATH	Data Not Available	CAASPP MATH is not available for all subgroups due to	ALL Grades/All Students CAASPP MATH: 33.38%		ALL Grades/All Students CAASPP MATH: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		elementary and middle school sites opting not to test using CAASPP in the Spring of 2021. Data Year: 2020-2021 Data Source: SBAC Results	LI: 21.23% ELs: 9.71% SPED: 11.41% Data Year: 2022 Data Source: SBAC Results		LI: 35% ELs: 25% SPED: 20% Data Year: 2023 Data Source: SBAC Results

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Action 1-Strategic Academic Intervention	<p>Needs, Conditions, Circumstances: As demonstrated in the STAR & CAASPP ELA assessment scores in the metrics section above, there is an achievement gap between the performance rate of our Socio-Economically Disadvantaged and English Learner students when compared to the performance rate of all students. STAR Reading data for Socio-Economically Disadvantaged students is 20%, 9% lower than the performance rate of 29% for all students. For English Learners, the data is 8%, 21% lower than the performance rate of 29% for all students. Our educational partner feedback showed that expanded academic intervention and enrichment opportunities are needed to help the identified students make progress towards grade-level outcomes.</p> <p>Describe the Action/Services: In support of Tier I first instruction, Tier 2 and 3 intervention services are provided to further develop the academic, emotional, and behavioral needs of students in the identified groups. For academic interventions, the focus is literacy and math. Intervention services are provided district-wide via specially trained intervention personnel. The Intervention teachers work with school principals, leadership teams, and grade-level teams to collaborate on curriculum, students, data, and professional learning. Additional tutoring for Low Income, English</p>	\$1,623,816.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learner and Foster Youth students will be provided by AmeriCorps tutors. These intervention services provide students with Tier II instruction that addresses the achievement gap for English Learners and Socio-Economically Disadvantaged students. A benefit of intervention services is increasing student proficiency in reading and math.</p> <p>Intervention and Enrichment services over the summer will be provided to elementary and middle school students identified as in need of intervention or enrichment. The high school will also offer summer services for credit recovery and go-ahead courses. These courses will provide students from the identified groups with opportunities to continue or regain "on-track" status towards graduation.</p> <p>How does the Action take the Needs into consideration? Students from the identified groups will receive extra supports and intervention services that extend beyond the school day and school year.</p> <p>How will the Action be Effective in producing the intended Outcome? Students who are in need of intensive interventions will receive tiered interventions to target their individual student needs as identified by district benchmarks, screening and diagnostic assessments. These services will be aligned with classroom instruction and coordinated with services such as ELD and SPED. We will ensure these services are monitored and evaluated in order to inform curriculum and programs, especially those focused on students in the identified groups.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: We expect that these services will increase proficiency rates on local assessments and CAASPP. However, because this will result in growth for all students and in particular of students in the identified student groups in Math and ELA CAASPP, we will provide this action on a district-wide basis.</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	Action 2-Services for English Learners	<p>Needs, Conditions, Circumstances: According to the ELPAC, 15.7% of our English Learners are growing in proficiency on the ELPAC which is approximately a 2% increase since last year. Our 2021-22 EL Data shows that Ever-ELs who are 0-3 Years At-Risk are 26.0% proficient and ELs who are at 4-5 Years At-Risk are 12.0% proficient, which has remained fairly consistent over the years. ELs who are 6+ Years At-Risk have increased proficiency from 15.8% to 21% over the last three years showing strong growth. This data shows that our English Learners, especially those who are considered "Ever ELs" between 0-5 years At-Risk, continue to need English Language Development (ELD) and support to progress to reclassification and reaching academic proficiency in both ELA and Math.</p> <p>Describe the Action/Services: In accordance with Title III requirements and to provide ELs with the support they need to develop proficiency in English, English Learner students receive both Designated and Integrated ELD instruction. Curriculum Directors (Elementary/Secondary) will lead the District efforts to provide English Language Development (ELD) programs. District ELD programs include books and supplies, online curriculum, and assessment tools. Services include a newly developing Dual Immersion Pathway (grades K-2 next year), with a bilingual classroom environment and support from Bilingual Instructional Aides. Bilingual Instructional Aides will provide support to students by providing small group and individualized instructional support in both primary and secondary languages. This year, we will provide a Newcomer Support Teacher/Case Manager to connect with and provide push-in support to newcomer students. Beginning this year, we are administering a new Program Monitoring Tool (PMT) to assess and monitor language development for current ELs and newly reclassified students. The District will also offer opportunities for district-level collaboration around data to help us measure the impact of services provided to EL students. Professional Learning opportunities will include training and collaboration across departments in order to align services and programs. Finally, our EL programs will include active parent</p>	\$618,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>engagement, including parent education, organizations and family-focused educational activities.</p> <p>How does the Action take the Needs into consideration? Monitoring ELD through the new PMT assessment will give our teachers specific information about each learner in order to target instruction. To address specific needs, we are specifically addressing improving instruction through designated and integrated ELD targeted for all levels of English Learners.</p> <p>How will the Action be Effective in producing the intended Outcome? ELD helps promote fluency in students. Studies have shown that students who are receive strong ELD instruction will improve their English language skills. With highly effective instruction, students will improve their reading and writing, listening and speaking in order to attain better academic outcomes.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: Continued provision of a continuum of English Learner services will increase English proficiency rates and reclassification rates for English Learners.</p>		
2.3	Action 3 - Assessment for Learning	<p>Needs, Conditions, Circumstances: The District uses multiple sources of local and state assessment data that District and site staff use for setting goals, making instructional decisions and monitoring progress. Partner feedback included several comments about improving the ways we identify and serve at-risk students.</p> <p>Describe the Actions/Services: The District will provide a Data/Assessment Specialist to provide coordination for formative classroom and local district assessments and to prepare the data that site administrators and teachers use to make instructional decisions, especially to close the gap between achievement for all students and our Low-income students, English Learners, and Foster Youth that is</p>	\$264,931.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>demonstrated in our data above. The District Data & Assessment Specialist will use a data and assessment system which will house academic, behavioral, discipline and social-emotional data used to make changes in instruction. Using this data, provided in a timely manner, will enable school staff to make informed decisions about specific strategies to positively impact the identified student groups. Specific technology and online tools will be provided for assessment and data analysis will be provided, as well as professional learning for staff in administering assessments and analyzing District data received from various sources.</p> <p>How does the Action take the Needs into consideration? Data from identified student groups, such as English Learners, Foster Youth and Low Income students must be disaggregated in order to determine trends, evaluate programs, monitor progress and identify individuals who need intervention and support.</p> <p>How will the Action be Effective in producing the intended Outcome? The Data/Assessment Specialist will work in collaboration with District and Site staff to implement local assessments, and will use our online District Data and Assessment systems to organize our data into usable chunks. We need timely and accurate information about our Foster Youth, Low-income students and English Learners in to make effective decisions about their learning, the factors that affect it and how we can respond with educational interventions and support as needed..</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: This action will improve the achievement of students in the identified groups (Low Income, English Learners and Foster Youth) as demonstrated in state and local assessment results, in the context of all students. Therefore this action is being provided district wide.</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Action 4 - Intensive Academic Intervention	<p>Needs, Conditions, Circumstances: Selma’s CAASPP ELA and Math performance indicators show overall performance gaps with respect to English Learners (ELs) and Low Income (LI) subgroups when compared to the performance of all students. A needs assessment determined the identified student groups need increased “Just-in-Time Teaching” based on meaningful formative student performance data as well as increased intervention opportunities. In addition, local data indicates that our English learners and low-income have a higher rate of identification for special education services, especially English Learners and low-income students.</p> <p>Describe the Actions/Services and how the Actions takes the needs into consideration: Selma will provide supplemental school psychologists and interns, program specialists, aides, an MTSS Specialist, and part of the Chief Academic Officer’s position with the focus on prevention and intervention address learning gaps for our EL and LI students as soon as the need is identified as well as ensuring a clearly articulated MTSS framework is implemented at each site to support EL and LI students. Selma will also provide supplemental materials, services, professional learning, and resources to support students in the identified groups.</p> <p>How does the Action take the Needs into consideration? The MTSS Specialist will provide leadership in the efforts to provide a Multi-Tiered System of Supports (MTSS) in order to provide individualized supplemental remediation and intervention support services for Low Income students and English Learners who are identified as needing Tier 2 & 3 interventions. These supplemental positions (school psychologists and interns, program specialists, aide) will support school sites, teachers, and case managers through the Student Study Team process and deliver professional development for staff. Through the services provided by this action, the identified students will have greater access to interventions and best practice strategies that will support English learners and low-income students to more immediately respond to learning needs and ultimately and prevent potential over-identification.</p>	\$595,451.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>These additional staff with the use of supplemental curriculum will engage in intensive problem-solving, data evaluation, additional communication and collaboration, capacity building, and leadership support at Tier 2 and 3 school sites. Supplemental School psychologists will actively advocate for and participate in implementing MTSS in their schools to facilitate the selection of evidence-based curriculum and interventions, administer psychometrically sound universal screening and progress monitoring tools, and support fidelity of implementation serving the identified students. In addition, each site has analyzed their low-income and English Learner student performance data with the focus of ensuring the Tier 2 and 3 identified students are receiving “Just-in-Time Teaching” instruction.</p> <p>English Learners and Low Income students need Tier 2 & 3 supplemental intensive support when they are 2 or more years behind grade level in reading and math. Meeting student needs for academic intervention will ensure that student needs are met and that they are able to accelerate to grade level proficiency through coordination of services, technical assistance, direct services and curricular supports in the development and implementation of instructional plans and educator collaboration.</p> <p>How will the Action be Effective in producing the intended Outcome? These additional resources and positions are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: Through ongoing frequent progress-monitoring, teachers and staff will be able to identify and respond to students in need of Tier 2 and 3 intervention. Implementation of services and support for intensive student needs will be provided by the personnel, professional learning and resources identified in the action. The intended outcome is for academic acceleration of English Learners and Low Income students,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>increased local and state assessment scores and improved ability for these students to access grade level curriculum. We expect this action to support Selma's efforts in mitigating the potential overidentification of English learners, low-income, and foster youth for special education services as well as improve state and local ELA and Math scores for the identified student groups.</p>		
2.5	Action 5 - Summer School	<p>Needs, Conditions, Circumstances: Students in our identified subgroups (English Learners, Foster Youth and Low Income students) may need extra time and a more intensive focus to maintain and/or accelerate their learning and to close the achievement gap. The "summer slump" or slide in achievement that occurs for all students during summer break is even more pronounced for these students. All of our partners in surveys and input meetings noted the need for tutorial and interventions. Parents, students, teachers and administrators also mentioned increasing enrollment in our Expanded Learning Opportunities Program (ELOP).</p> <p>Describe the Actions/Services: In coordination with the ELOP program, this action will provide the academic portion of our summer school bridge program. Rising K-9th grade students from our subgroups will be served alongside their peers in a rich 5.5 hour academic program that provides hands-on learning in ELA/ELD, Math and Science. 10th-12th grader students will be provided with credit recovery and some original "jump-ahead" courses. During the afternoons, the program will continue with ELOP funding and staffing for an enrichment program for all K-12 students.</p> <p>How does the Action take the Needs into consideration? This action provides direct service to students in our identified subgroups to provide instruction to combat the "summer slide" and ensure them ample opportunities to maintain and/or accelerate their academic knowledge and skills during the summer. It also responds to partner input for more learning time during ELOP and Interventions.</p>	\$2,573,548.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>How will the Action be Effective in producing the intended Outcome? We will provide effective instruction from qualified teachers and staff, high impact and research-based curriculum and instructional strategies and monitor student progress through pre/post assessment of our summer students to ensure that all students make progress in the summer school program.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: The intended outcome is to maintain/accelerate academic achievement for our English Learners, Foster Youth, Low Income Students, which will result in improved state and local assessments results. However, because these students are best served alongside their peers, and because this action will also support all students, we will provide this services to all rising K-12 students.</p>		

Goal Analysis [2022-23]

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

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

The actions in Goal 2 provided students with increased access to academic and behavioral services in order to address individual needs and close learning gaps.

Goal 2, Action 1-Interventions - 4 - Full Implementation

No substantive difference in planned action compared to the actual implementation.

Tier 2 intervention services were provided to further develop the academic, emotional, and behavioral needs of students in the identified groups. For academic interventions. The focus of academic interventions was literacy and math. Intervention services were provided district-wide via Teachers on Special Assignment and designated Intervention personnel. The Intervention teachers worked with school principals, leadership teams, and grade-level teams to collaborate on curriculum, student data, and professional learning. Intervention services provided students with Tier II instruction to address the achievement gap for English Learners and Low-Income students. Transitional Kindergarten was provided as a service to provide supplemental instruction that will support students from the identified groups so that they were better prepared when entering Kindergarten. (Next year, TK will move into the core instructional program, Goal #1, Action #1.) Intervention and Enrichment services over the summer were provided to elementary and middle school students identified. The high school also offered summer services for credit recovery and go-ahead courses. These courses provided students from the identified groups with opportunities to continue or regain "on track" status towards graduation. Increasing enrollment in after-school programs provided additional academic support

at all elementary schools. At middle and high school, After-school programs offered a variety of activities designed to supplement the instructional day. Students from the identified groups received supports and services that extended beyond the school day and school year, including adding Before School programs at three schools. Students who were in need of intensive interventions received support to meet their specific needs as identified by district benchmarks and screening assessments, aligned with classroom instruction and coordinated with services such as ELD and SPED. One need is to continue to explore ways to provide intervention to middle and high school students in a systematic manner by providing time for intervention in the master schedule.

Goal 2, Action 2-Social Emotional Interventions/Supports - 5 - Full Implementation and Sustainability

No substantive difference in planned action compared to the actual implementation.

The district created behavioral, social, and emotional goals to be met through a Multi-Tiered (Tier I, Tier II, and Tier III services) System of Supports (MTSS). For behavioral intervention services, school sites implemented various evidence-based behavioral strategies at the individual, classroom, and school levels. School Psychologists, Mental Health Clinicians, and Social Workers provided individual counseling and social skills groups using evidence-based practices. Mental Health Clinicians provided therapy services also provided support from two district therapy dogs. At-Risk Counselors at the secondary sites assisted with the provision of behavioral and academic interventions. Threat and risk assessments were implemented to help identify and prevent potential student mental health crises. Sites also promote positive behavior expectations through signage, discipline handbooks, incentives, assemblies, and classroom character education lessons. Positive behavior supports helped students engage in reflection and growth which impacts future decision-making and improving behavior. Staff also participated in professional learning designed to assist them in providing social, emotional, and mental health interventions for students in the identified groups, including Restorative practices. Specific professional learning for Mental Health Clinicians and Social Workers included topics such as Nuero-sequential Models for Education and Trauma-Informed Instruction.

Overall Successes: To ensure this goal was met, overall Selma Unified strengths this year included an increase from 3 to 16 clinicians and social workers this year. The Mental Health team has greatly improved our students access to counseling and social-emotional support. They have provided over 75 risk and threat assessments to help prevent potential personal harm and have served over 1,000 students this year. The District has also provided needed training in suicide prevention, anti-bullying and restorative practices. Our elementary intervention teachers provided nearly 600 students with Tier 2 Math and ELA interventions this year. Intervention data shows that some grade levels made accelerated growth, up to two grade levels of growth for first and sixth grade overall, and specific grade levels at some schools made similar growth. The District is especially proud of our improving Expanded Learning Program, in partnership with FCSS and ASES/21st Century grants. This year, enrollment has more than doubled and the program is offering enrichment and education that encourages students to become actively involved in their schools. Before-school options are now available at three schools, and all schools offer after-school and intersession enrichment opportunities such as Drivers' Education and Behind-the-Wheel training, STEM programs, music through Fresno Conservatory, Folklorico and hip-hop dancing, soccer, Cano Boxing, field trips and camps such as NASA and Yosemite Nature Bridge. These engaging activities are encouraging sometimes reluctant secondary students to participate in after-school and inter-session programs.

Overall Challenges: The LEA's is working on improving the effectiveness of Tier 2 academic interventions. The District is trying to capitalize on the promising practices of grade levels and site interventions that made the most impact on student achievement in Reading and Math. Challenges have included the expectation of implementing a "pre-set" intervention plan that was developed over a year ago (Spring 2021),

which made some newer necessary adjustments based on data difficult to make mid-year. One challenge was providing Tier 2 students with targeted skill vs. grade-level intervention programs at elementary schools. Another challenge was ensuring that site intervention plans include time for entire grade-level PLCs and Site Teams to analyze data and adjust instruction. Finally, providing a Tier 3 reading program for 4th-6th graders that are more than 2 years behind in ELA proved to be a challenge and the pilot program is just up and running after 4 months of preparation. Increasing Tier 3 interventions for upper-grade elementary students would have a positive impact.

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

Goal 2, Action 1 resulted in an estimated actual expenditure of \$4,359,890 which was more than the budgeted expenditure of \$2,750,000. This was due to increases in personnel costs, including professional development and also resources for intervention. We spent more than expected due to greater than anticipated need for more academic interventions and the hiring of additional staff to provide this action.

Goal 2, Action 2 resulted in an estimated actual expenditure of \$3,909,536 which was more than the budgeted expenditure of \$3,293,578. This was due to increases in personnel costs. We spent more than expected due to greater than anticipated need for additional student mental health services and the hiring of additional staff to provide this action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

Goal 2, Action 1-Interventions - 3 –Effective

As a result of implementing this action and providing timely academic interventions to our Tier 2 students who are English Learners, Low-Income and Foster Youth, Interventions and Expanded Learning services helped to increase the results of local assessments in ELA and Math. Transitional Kindergarten students who are English Learners, Low-Income and Foster Youth are meeting and exceeding district benchmarks. We feel the data improved because students had an opportunity to fill learning gaps.

Goal 2, Action 2-Social Emotional Interventions/Supports - 3 –Effective

As a result of implementing this action and offering students who are English Learners and Low-Income, mental health counseling and social-emotional support, students gained social-emotional skills and the well-being of our students improved as shown by lowered suspension/expulsion rates. Over 983 students were served in Mental Health interventions K-12 this year. Threat and Risk Assessments provided immediate intervention to students at greatest risk.

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.

This goal was slightly adjusted to incorporate actions for a Multi-tiered System of Support for academics. The actions below are now organized to apply specifically to this goal. A focus on English Learners was moved from Goal 1 to Goal 2 here.

Goal 2, Action 1-Interventions

We are increasing the planned funding amount for interventions due to a new district staffing ratio plan. Due to the educational partner's feedback from all groups, we are going to continue to provide increased interventions provided by the district next year.

Goal 2, Action 2-Social Emotional Interventions/Supports was moved to Goal 3 which is now focused on support for social-emotional health. Goal 2, Action 2-Services for English Learners which is an important LCAP focus to support our second language speakers.

Goal 2, Action 3 is added and is focused on Assessment for Learning. Educational partners noted a need for improved interventions and the district plans to improve the use of assessment data to identify and monitor the progress of students who need academic interventions.

Goal 2, Action 4 is added and is focused on support for Intensive Academic Intervention. We have staff who work in a role serving students with disabilities who work part-time for general education in order to support the site teams in intervention strategies and pre-identification support for English Learners, Foster youth and Economically Disadvantaged students who may have more intensive needs in the academic program.

Goal 2, Action 5 - This added action will ensure ongoing funding and support for English Learners, Foster Youth and Economically Disadvantaged students to attend summer school. The overwhelming feedback from our educational partners indicates the need for increased opportunities for students to remediate academic learning. This action will improve student access to additional academic support during district summer school programs.

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

Goals and Actions

Goal

Goal #	Description
3	Multi-tiered Systems of Supports will be implemented in order to assess, identify, provide interventions and monitor students for Tier 2 and 3 behavior and social-emotional support.

An explanation of why the LEA has developed this goal.

This goal has been adjusted to focus on behavior, social-emotional well-being, safety and school climate. Through local surveys, input from staff, and mental health clinicians, students from the identified student groups may need services to address, social-emotional, mental health, school connectedness, and attendance. This goal provides for services that will support students with the greatest needs in these areas. Key indicators that will be monitored are attendance and chronic attendance which may be impacted by social-emotional and mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	11%. Data Year: 2019-2020 Data Source: Dashboard	14.3% Data Year: 2020-2021 Data Source: Dashboard	All Students 42.43% Low-income Students 42.9% Data Year: 2021-22 Data Source: DataQuest		All Students 10% Data Year: 2022-2023 Data Source: Dashboard
Attendance	96% Data Year: 2020-2021 Data Source: CALPADS P-1	88% Data Year: 2021-2022 Data Source: CALPADS P-1	93% Data Year: 2022-23 Data Source: CALPADS		97% Data Year: 2022-23 Data Source: CALPADS P-1
Suspension Data	All Students: 5.9% Adjusted English Learners: 5.1%	Data for all sub-groups was included in baseline	All Students-3.9% English Learners: 2.9% Socio-Economically		All Students-3% Adjusted English Learners: 3% Socio-Economically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged: 6.3% Foster Youth: 7.5% Homeless Students: 1.4% Data Year: 2018-19 Data Source: DataQuest	and Year 1 All Students-4.4% English Learners: 3.1% Socio-Economically Disadvantaged: 4.5% Foster Youth:14.9% Homeless Students: 6% Data Year: 2019-2020 Data Source: DataQuest	Disadvantaged:4% Foster Youth: 15.9% Homeless Students: 9.5% Data Year: 2021-22 Data Source: DataQuest		Disadvantaged: 3% Foster Youth: 10% Homeless Students: 5% Data Year: 2022-2023 Data Source: DataQuest
Expulsion Data	All Students: 0.1% Adjusted English Learners: 0.2% Socio-Economically Disadvantaged: 0.1% Foster Youth: 0% Homeless Students: 0% Data Year: 2019-2020 Data Source: DataQuest	All Students: 0.2% English Learners: 0.1% Socio-Economically Disadvantaged: 0.2% Foster Youth: 0% Homeless Students: 0% Data Year: 2020-21 Data Source: DataQuest	All Students: 0.4% English Learners: 0.1% Low Income: 0.1% Foster Youth: 0% Homeless Students: 0% Data Year: 2021-22 Data Source: DataQuest		Below 1% for all student groups Data Year: 2022-23 Data Source: DataQuest
Mental Health Referrals	data not available	data not available	Over 1,000+ Student Contacts this school year 333 Elementary Referrals 406 Secondary Referrals 64 Walk-Ins at SHS		Maintain or increase student contacts and threat/risk assessments to support mental health and social-emotional well-being

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			193 Risk Assessments 45 Threat Assessments Data Source: Internal local documentation		
Non-Stability Rate: Students enrolled less than 245 consecutive calendar days at the same school without a disqualifying exit	2019-20 Non-Stability Rate Overall: 9.8% Foster Youth: 42.6% Homeless: 33.3% Data Source: DataQuest	2020-21 Non-Stability Rate Overall: 7.3% Foster Youth: 24.1% Homeless: 24.2% Data Source: DataQuest	2021-22 Non-Stability Rate Overall: 13.6% Foster Youth: 46.3% Homeless: 44.0% Data Source: DataQuest		The non-stability rate will be reduced to less than 20% for Foster Youth and Homeless students.
CA Healthy Kids Survey	CHKS 2021 Feeling safe at School Elementary: 68% Secondary: 46% (7th/9th/11th grades)	CHKS 2021 Feeling safe at School Elementary: 81% Secondary: 69% (7th grade only)	CHKS 2021 (will be readministered in 2023)...Feeling safe at School Elementary: 81% Secondary: 69% (7th grade only)		CHKS 2023 Elementary: Maintain or increase at 81% Secondary: Increase to 75%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Action 1- Student and Community Services	Needs, Conditions, Circumstances: Internal attendance data demonstrates an improving but still low attendance rate. Research and our local data demonstrates that our students' attendance has an impact on learning and that strong attendance starts at home with parents/guardians. The Non-Stability Rate, which the CDE defines as the number of students who are enrolled in school for less than 245 days consecutively, is a concern to	\$790,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the District. Student Non-Stability rates overall, and for Homeless and Foster Youth, has doubled in one year from 2020-21. That means that students are moving from school to school at a much higher rate than in years past.</p> <p>Describe the Actions/Services: The Director of Student and Community Services and the department assistant will work with all school sites to support improved school attendance, stable school enrollment, services for homeless and foster youth, interventions and supports for attendance. The Director will support site Student Attendance Review Teams (SART) and the Student Attendance Review Board (SARB) process. The Director will lead the Social Worker(s) (not paid out of this action) in their work with the Home-School Liaison and other site staff to support increased family engagement, access to community resources, and collaboration with district/community mental health organizations to support improved school enrollment and attendance. Staff will receive professional learning and resources to support improving student attendance, family and community engagement.</p> <p>How does the Action take the Needs into consideration? The Student and Community Services department staff will provide direct service to foster youth and our low-income students who are also homeless. Building strong home-school connections and increasing access to community resources will help families understand the importance of and support improved attendance and stabilize student enrollment wherever possible.</p> <p>How will the Action be Effective in producing the intended Outcome? The Student and Community Services department staff will be actively involved in attendance programs, health referrals, mental health referrals, and related school and community services. Helping families to remove barriers to attendance and stable enrollment will increase school stability and improve attendance.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance:</p> <p>These services are primarily directed towards Low Income students, Homeless and Foster Youth in need of support for improved attendance rates and school stability, however because this will result in improvements for all students, we will provide this action on a district-wide basis.</p>		
3.2	Action 2- Student Behavior and Safety	<p>Needs, Conditions, Circumstances:</p> <p>Feedback from educational partners during LCAP input meetings indicates that parents and community members articulated the need for utilizing a PBIS framework and supports to reduce suspensions and expulsion rate and increase safety, especially among Low-income, Foster Youth, and English Learners. This feedback was supported by the California Healthy Kids Survey (CHKS) in 2021, 81% of elementary students and only 69% of our secondary students feel safe at our schools. Suspension rates for all Students is 3.9%, Low-income students at :4% and Foster Youth are at 15.9%. Expulsion rates for all Students remain very low at only 0.4%, and our Foster/Homeless Youth and Low Income students have an even lower rate of 0-0.1%.</p> <p>In addition, classroom observations and walk-throughs of classrooms have shown that inappropriate student behaviors have negatively affected student learning for both the student experiencing the behavior and for his/her entire class/school. Many of our site SPSAs have recorded Office Referral data indicating high levels of bullying and escalating conflicts between students.</p> <p>Describe the Actions/Services: Selma will implement its own PBIS framework and club programs to create systematic alternatives to suspension while supporting a positive climate and culture within the school setting, reducing the behaviors that lead to suspension for the identified student groups as well as an increasing student sense of safety.</p>	\$1,667,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The staff provided in this action includes new and existing Positive Behavior Intervention (PBI) Aides, Campus Supervisors (CSO), and the Selma HS Activities Director. Training and resources will be provided to teachers and staff to support professional learning to support improving student behavior, classroom management and safety at our schools, and to develop a framework of interventions through Positive Behavior Intervention Systems (PBIS). The action will include meeting the site needs related to PBIS supplies for signage, banners, posters, instructional materials, etc.</p> <p>How does the Action take the Needs into consideration? This implementation includes systematic behavior systems as well as Tier 2 and 3 positive behavior interventions for Low-income, Foster Youth, and English Learners to support behavior for those who need extra support.</p> <p>This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occurs is focused on creating and sustaining school environments that improve lifestyle results for low-income, English Learners, and Foster Youth students through uniformly implemented strategies, student incentives, alternatives to suspension and culturally appropriate interventions described below..</p> <p>These additional support personnel, Positive Behavior Intervention (PBI) Aides and Campus Supervisors (CSO), work with the identified students to improve student's communication and social skills, assess students' emotional and behavioral needs, provide individual and group counseling, instruct on skills such as problem-solving, anger management, and conflict resolution, teach and reinforce positive coping skills and resilience, and make real-time referrals to parents and students to help coordinate community services provided in schools. These personnel are present before and after school, during breaks, lunch and during transition time when students are most likely to needs the real-time intervention and guidance.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The Activities Director coordinates school clubs and additional connectedness opportunities for low-income, English learners, and foster youth to ensure that they have monthly opportunities to connect with school. In addition Restorative Justice practices to support the identified students with strategies and mentoring taking ownership of their actions, be held accountable for repairing relationships and building a stronger campus culture will be provided to individuals and small groups who have been referred for additional behavior support.</p> <p>PBIS curriculum, signage, incentives and resources will be integrated into the delivery of Social Emotional learning, focusing on social skills, decision making, self awareness, self efficacy, self management, and relationship skills. These increased social emotional supports for the identified students as well as supplemental curriculum will support the needs of the identified students through behavior interventions so both students and teachers have the tools necessary and at-hand to respond to behaviors through restorative chats, equipping students with skills to avoid negative behaviors, and skill coaching.</p> <p>How will the Action be Effective in producing the intended Outcome? Improving individual student and classroom/playground behavior focused on Low-income, Foster Youth, and EL students will enable them to learn successfully in a safe environment with reduced interruptions and obstacles to school success. Stable and orderly learning environments for classrooms and schools will provide positive conditions for academic success. Therefore we expect that the outcome of this goal will ultimately be reflected in increased academic outcomes for students in these subgroups.</p> <p>However, because we expect that all students will also benefit, this action will be provided on an LEA-wide basis.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: The impact of this action will be measured by improved student discipline records, and lowered suspension and expulsion rates. Future Parent and Community feedback gathered in LCAP input sessions regarding school safety and anti-bullying will improve. We</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>also expect that parents and students will experience less bullying and safer conditions at school. The CHKS measures, particularly items that measure School Safety, will also improve.</p>		
3.3	Action 3-Student Health and Wellness	<p>Needs, Conditions, Circumstances: Selma USD has been working to improve health services for our identified students. The educational partner feedback collected from parents and school sites indicate that Low-income and Foster Youth students are less likely to have personal physicians or nurse practitioners or receive needed referrals, which had a direct impact on attendance. Furthermore, Selma's USD Chronic Absence rate for Low-income and Foster Youth is very high according to the 2022 Dashboard. In addition, our Foster Youth have interrupted schooling. The non-stability Rate for the District overall is 13.6%, while Foster Youth have a non-stability rate of 46.3%. A local needs assessment suggests that this gap in access to medical professionals can lead to increased absences due to illness for our Low-income and Foster Youth students. Research states childhood poverty is associated with developmental delays, toxic stress, chronic illness, and nutritional deficits. Students in Selma have decreased access to health care due to the low availability of widespread healthcare services, especially for students who do not have health insurance.</p> <p>Describe the Actions/Services: Selma will provide increased access to health services through supplemental Health Aides, LVN services, and School Nurses to support the delivery of supplemental health services for low-income and Foster Youth students to mitigate students missing school as a result of inadequate health services. Providing health care support, school healthcare personnel can help be a stable presence to provide record-keeping and supplemental services and monitoring to keep these students healthy and support their consistent attendance at school.</p> <p>The District will provide personnel to monitor and support the health of Foster Youth and low-income students, including the exploration of a</p>	\$1,327,260.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Student Health and Wellness Center and community resources to support student health and well-being. The District will provide supplemental resources such as improved policies and additional health support beyond required health-related services, which will result in improved student success at school for our Foster Youth and Low-Income students.</p> <p>Services provided will include professional development, including attendance at conferences, supplemental books, materials, and resources to support staff, parents and students with addressing health and wellness-related needs.</p> <p>How does the Action take the Needs into consideration? Foster Youth and Low-income students will have easy and immediate access to consistent on-site health services, timely referrals to community resources and immediate monitoring of health conditions at their home school site. The District implements these services to Foster Youth and Low-income students to mitigate obstacles to regular student attendance that are health and wellness related. Staff will be provided with professional learning designed to assist them in providing healthcare referrals, support for parents in understanding and caring for student health, the importance of regular school attendance and health interventions for students in the identified groups that are specifically designed to address the unique needs of our community. These increased services will allow for greater opportunity of health staff to see the identified students during the school day and provide health information, advocacy and health referrals when needed, resulting in greater health interventions and increased health-related supports for Low-income and Foster Youth students.</p> <p>How will the Action be Effective in producing the intended Outcome? This action is designed to meet the needs most associated with low-income and foster youth students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. Foster Youth and Low-income students will benefit from this action to a greater extent because of the increased monitoring and attention to</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>their unique wellness and health. Local data shows that by providing increased health support and resources the identified students are better able to maintain regular attendance in school.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: We expect this action to result in reduced chronic absenteeism and improved student discipline for Low-income and Foster Youth students, as well as improved measures of School Safety on the California Healthy Kids Survey (CHKS).</p>		
3.4	Action 4 - Mental Health and Social-Emotional Learning	<p>Needs, Conditions, and Circumstances: Local data shows that CAASPP scores for our English Learners, Foster Youth and Low-income students and lower than the all-student group. Educational partners have expressed a need for increased mental health support in order for the identified students to feel safe and connected to be actively engaged in learning. This year, our Mental Health staff has worked with over 1,000 Student Contacts, including 333 Elementary and 406 Secondary Referrals. There have been 64 students with walk-in requests for social-emotional support at Selma High School. Clinicians have completed 193 Risk Assessments and 45 Threat Assessments this school year. In order to meet this ongoing need, Selma will continue to provide mental health needs for our English Learners, Foster Youth and Low-Income students. The multiple data measures will be used to assess student mental health and social emotional learning. We will also invest in the data support of panorama to help in the future collection of student data.</p> <p>Describe the Actions/Services and how the Actions take the needs into consideration: The district is implementing a Multi-Tiered (Tier I, Tier II, and Tier III services) System of Supports (MTSS) for mental health and social-emotional learning. The District implements evidence-based strategies at the individual level with classroom and Tier 1 school level support where needed The staff working to implement this action include the Lead Mental Health Clinician, Counselors and At Risk Counselors.</p>	\$2,468,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The staff, including District administrators, teachers and classified staff, will receive professional learning and collaboration to improve student dispositions for learning. Staff will be provided with professional learning designed to assist them in providing social, emotional, and mental health interventions for students in the identified groups. Professional learning will include topics such as Restorative Practices and Trauma-Informed Instruction.</p> <p>How does the Action take the Needs into consideration? Meeting the needs of the whole child is necessary in order to make strides in academic performance. Tiered supports for mental health and social-emotional learning that can address individual needs across the district. Our data shows that many Foster Youth, Low-income students and English Learners need additional support to overcome barriers to school success such as stability and feeling safe at school.</p> <p>How will the Action be Effective in producing the intended Outcome? These services provided in tandem with supplemental academic support, in particular for English Learners, low-income students and foster youth, will allow the district to meet very specific social/emotional and academic needs expressed by students in our subgroups. These services will serve to increase school connectedness and feelings of safety which will support improved access to instruction for students in these subgroups.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: Providing mental health services for our students and professional learning in social-emotional learning will result in removing barriers for students to access instruction, and increasing school connectedness. Serving our students' mental health needs will serve to increase CAASPP results in ELA and Math. However, because this will result in growth for all students and in particular of students in the identified student groups in Math, ELD, and ELA CAASPP, and attendance we will provide this action on a district-wide basis.</p>		

Action #	Title	Description	Total Funds	Contributing
3.5	Action 5 - School Climate/Culture/Learning Environments	<p>Needs, Conditions, Circumstances: Local student, staff, and parent survey input continue to highlight the need for improving school connectedness and reducing suspensions for our students. In addition, suspension rates have increased slightly to All Students-3.9%. In addition, there is a difference in suspension rates for Low-Income students at 4%, English Learners at 2.9%, 9.5% for Homeless students and 15.9% for Foster Youth.</p> <p>Describe the Actions/Services and how the Actions take the needs into consideration: Maintaining positive and supportive learning environments will be an area the District will continue to focus on in order to positively impact academic achievement and lower suspension rates for Low-Income students, Homeless and Foster Youth. We will focus on creating positive conditions for learning to support students to feel engaged, safe, and supported in order to maximize their learning. Learning environments that are positive and effective for all students provide stable and consistent conditions for student learning. The actions will include professional learning and resources to support teachers in providing a positive learning environment and school culture, as well as the implementation of the Positivity Project to improve individual students' dispositional learning. Finally, resources and equipment which contribute to positive school learning environments and addressing specific student needs will be provided.</p> <p>How does the Action take the Needs into consideration? We know that the learning environment has an impact on teaching and learning. Factors of poverty often place more stress on a student, which can negatively impact the student's ability to succeed in school. Students living in poverty often have fewer resources at home to complete homework, study, or engage in activities that help equip them for success during the school day. Low-income students, Foster and Homeless Youth may also experience interruptions in schooling caused by frequent moves and other barriers. Research has shown that a highly engaged learning environment increases students' attention and focus, promotes meaningful learning experiences,</p>	\$275,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>encourages higher levels of student performance, and motivates students to practice higher-level critical thinking skills.</p> <p>How will the Action be Effective in producing the intended Outcome? The District implements the Multi-Tiered Systems of Support framework at all school sites. Continued implementation of positive learning environments will be developed by school and district leadership teams using academic, behavior, social-emotional and school discipline data to identify areas of need and strengths for the planning of site goals.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: This action will allow low-income students to make social-emotional and academic growth. It will also help lower suspension rates for Foster Youth and Low-income students. Efforts in this area will continue to focus on meeting the needs of our low-income students and students who may experience school interruptions such as Foster and Homeless Youth. However, because this service will also support all students, the service will be provided district-wide.</p>		

Goal Analysis [2022-23]

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

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

The actions in Goal #3 were implemented to provide intensive supports to ensure that every student is making progress and was supported in a way to meet their individual needs.

Action 1-Individualized Intervention and Support Services - 3 – Initial Implementation

No substantive difference in planned action compared to the actual implementation.

The district provided individualized intervention and support services in a collaborative effort with other state and federal programs and funding sources.

Low-income students and English Learner students received supplemental services that are aligned with academic and behavioral needs. Supplemental materials, services, and resources supported students in the identified groups, as well as identifying at-risk students before Special Education services were needed. RSP/SDC supplemental assistants were assigned to focus on the needs of at-risk Low Income,

English Learner and Foster Youth students. This was provided as supplemental support, not services required for any student per IEP. School psychologist services were provided district-wide to students who did not have IEPs and are not identified as students with disabilities. Some strategies included the implementation of the Goalbook Technology Resource, Professional Development on CCSS alignment, Release time for PD opportunities out of the district, Additional Instructional Aide Support, and a portion of the responsibilities of both the Chief Academic Officer and MTSS Program Manager (both split-funded).

These staff members (Psychologists, Aides, CAO, and MTSS program manager noted above worked with classroom teachers and site administrators to identify students who were in need of Tier II or Tier II interventions, and also to coordinate and monitor intervention services and provide technical assistance to site teams engaging in Tier II or Tier II work. Small class sizes and standards-based professional learning along with professional learning on differentiated instruction was provided for tiered intervention plans.

Action 2 - Pupil Services/Attendance- 3 – Initial Implementation

No substantive difference in planned action compared to the actual implementation.

The Director of Student and Community Services (formerly Pupil Services) worked with all school sites for monitoring and reporting of attendance, and school site-based interventions. The department updated and improved policies and procedures for Student Attendance Review Teams (SART) and the Student Attendance Review Board (SARB). Social Worker(s) (not paid out of this action) and worked with the district and the Community Liaison to support schools in the provision of increased resources for family engagement, community resources, and collaboration with district/community mental health organizations. A major action was to work on building strong home-school connections through supportive and positive interactions to help improve attendance, especially for those with chronic attendance. Both the Director and the Community Liaison provided a point of contact for parents involved in attendance programs like SARB through the identification of needs for students/families with health referrals, mental health referrals, and related services. These services were primarily directed toward the identified students in need of attendance support and will help improve attendance rates. The district has also applied for a Community Schools Partnership grant to further increase and improve services related to this goal and action.

Action 3 - Middle School Intervention Classroom - 1 – Exploration and Research Phase

Did not Implement as planned; Instead lowered class sizes in Math 7/8

Data indicates that Low Income, English Learner and Foster Youth students at the middle school still need access to additional instructional and behavioral support, particularly for those students who may be experiencing social-emotional, behavioral and/or academic difficulties with the transition to middle school. In an effort to provide an additional tier of support for students in the identified groups at the middle school, the district intended to provide an Intervention class. A plan was created prior to the school year but was not implemented in favor of using the FTE to lower class size in Math. The plan included an At-Risk Counselor which was implemented, and who worked with students on behavioral, academic, and social-emotional strategies.

Overall Successes: To ensure this goal was met, overall Selma Unified strengths this year included intervention programs. Data shows that some grade-level interventions provided accelerated improvement. The District is analyzing the "bright spots" in intervention groups and will try to replicate those promising practices that are bringing the greatest improvement to our student's academic achievement, behavioral and social-emotional well-being.

Overall Challenges: The LEA is working on developing improved interventions for secondary students, in particular middle school students, through exploring alterations to the master schedule. The district also needs to continue to work on increasing protected PLC time at secondary schools to support improved teaching and learning. Although student attendance is improving, chronic absences continue to affect our students' academic achievement, behavior at school and social-emotional well-being. The District will continue to focus on improving attendance and engaging families in understanding the impact of attendance on achievement through parent partnerships (which will now be part of Goal 4). The Community Partnership grant of over \$13 million will be awarded to the district next year. It will provide valuable new community liaisons, a community resource and food bank coordinator and other positions and resources to our students and parents. It will also work in concert with the LCAP to assist the Student and Community Services Director in continuing to serve our families and reduce Chronic Absences.

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

Goal 3, Action 1 resulted in an expenditure of \$999,294 which is less than the planned expenditure of \$1,750,000 due to changes in staffing costs and professional development. There was a reassignment of positions which caused staffing costs to be less than expected.

Goal 3, Action 2 resulted in an expenditure of \$650,431 compared to the planned expenditure of \$588,585.

Goal 3, Action 3 resulted in an estimated actual expenditure of \$14,035 which was less than the budgeted expenditure of \$350,000. There was a change in how the action was planned compared to the actual implementation. The school implemented interventions through alternate means and existing staff rather than separate staff positions as planned.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1- Not Effective 2 – Somewhat Effective; 2 – Somewhat Effective; 3 –Effective.

Goal 3, Action 1-Individualized Intervention and Support Services - 2 – Somewhat Effective

Implementation of individualized Tier 3 interventions and support services resulted in improvements in some local and state assessments and benchmarks. For example, we showed growth on CAASPP 3rd-8th grades which increased from 44.7%% in 2021 to 45.74% in 2022. Low-Income students outperformed the overall student population on the local ELA assessment (STAR) by 3% and equaled the local math assessment (STAR MATH) proficiency of overall students. Foster Youth exceed the district average in ELA with 56% of Foster Youth proficient in ELA according to CAASPP 2022.

Goal 3, Action 2 - Pupil Services/Attendance - 2 – Somewhat Effective

Through improved policies and procedures provided by the Student and Community Services (formerly Pupil Services) department, Chronic Absences were at 42.43% at the end of the 2021-22 school year. Since this past Fall, local chronic absence data improved to around 24% according to our student information system in March. Low expulsion rates were maintained. Suspension rates for all students were reduced from 4.4% last year to 3.9% this year; from 3.1% to 20% for English Learners; but increased slightly for Foster Youth and Homeless students. Evidence of improved school culture is also 62% School Connectedness and 75% Sense of Safety on the California Health Kids Survey last year in 2021-22.

Goal 3, Action 3 - Middle School Intervention Classroom - 1- Not Effective/ Did not implement

There is still a need to provide students from the identified with an individualized academic intervention plan in both ELA and Math. Overall D and F rates went from 23.26% in MS Math courses in the Fall of 2022 to 20.46% in Fall of 2023. Math 7 was responsible for most of the decrease by improving from a rate of 22.9% Ds and Fs at the end of the first semester in 2022 to 18.12% in 2023. During the same period, however, Ds and Fs in Math 8 increased from 15.71% to 30.77%.

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.

This goal was revised substantially in the organization to focus on Multi-tiered Systems of Supports for social and emotional well-being, behavior and safety. The actions under this goal were rearranged to match this focus. Some actions were moved from other parts of the LCAP to this section. We also added data and desired outcomes to match this goal. We adjusted our desired outcome for suspension rates to lower percentages because we already met our previous 3 year desired outcomes this year. We also added data and a desired outcome for mental health referrals to ensure that services are available to all students in need. We also added a desired outcome for the non-stability of foster and homeless students as we focus more on ensuring support and resources for these students, especially related to professional learning for our staff to find strategies for these students to remain in their home school when they are displaced.

Goal 3, Action 1 is now Student and Community Services to focus on providing more focused resources and support for our Foster Youth, English Learners and Economically Disadvantaged students.

Goal 3, Action 2 is now Student Behavior and Safety to incorporate a district focus on Positive Behavioral Intervention Systems and a focus on resources and services for student behavior and safety.

Goal 3, Action 3 is now Student Health and Wellness in order to incorporate a focus on keeping our students healthy. This was a frequent comment in the educational partner's feedback.

Goal 3, Action 4 is now Mental Health & Social-Emotional Learning and we are increasing the planned funding amount for mental health personnel due to educational partners feedback from all groups and to match our current staffing level to meet those needs.

Goal 3, Action 5 is now Learning Environments and was moved from Goal 2.

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

Goals and Actions

Goal

Goal #	Description
4	Parent participation and Family Engagement will be provided to develop strong home-school connections and to encourage consistent student attendance.

An explanation of why the LEA has developed this goal.

Parental engagement and support for school and district initiatives are very important in the collaborative work to address student needs and improve student progress. Furthermore, parent engagement contributes to student growth and achievement. During the 2022-23 school year the district implemented various virtual and in-person parent engagement activities, resulting in increased parent participation. The district will use the results of the annual parent survey to plan for parent engagement for future school years, including continuing virtual access to events, which allowed for increased attendance at events. We will also continue to use surveys and feedback forums as a tool to gather parent input to inform our work in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation	2% Data Year: 2019-2020 Data Source: Parent Survey	7% Data Year: 2020-2021 Data Source: Parent Survey	7% Data Year: 2020-2021 Data Source: CHKS Parent Survey This is the most recent data. We are repeating the CHKS survey in 2022-23 (every two years). Note that Parent input was gathered through a variety of means this year beyond the CHKS survey.		20% Data Year: 2022-2023 Data Source: Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	96% Data Year: 2020-2021 Data Source: CALPADS P-1	88% Data Year: 2021-2022 Data Source: CALPADS P-1	93% Data Year: 2022-23 Data Source: CALPADS P-1		97% Data Year: 2022-23 Data Source: CALPADS P-1
Chronic Absence	11%. Data Year: 2019-2020 Data Source: Dashboard	14.3% Data Year: 2020-2021 Data Source: Dashboard	All students 42.43% Low-Income Students 42.9% English Learners: 44.1% Foster youth: 62.5% Data Year: 2021-22 Data Source: DataQuest		All students/All subgroups <15% Data Year: 2022-2023 Data Source: Dashboard
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021	Initial Implementation Data Year: 2021-22 Data Source: Dashboard Fall 2022	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023		Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Action 1-Parent and Family Engagement	Needs, Conditions, Circumstances: Parents were surveyed. During a community forum, parents reflected a need to continue to provide opportunities for parents and families of Foster Youth, Low-income students and English Learners to participate in parent education activities to enhance their knowledge and skills in educational programs. The district has built partnerships with local agencies and other parent involvement groups in order to	\$501,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p data-bbox="548 180 1518 248">promote parent engagement, and especially to address the needs of parents of Foster Youth, Low-income students and English Learners.</p> <p data-bbox="548 289 1539 651">Describe the Actions/Services: We will continue to work with FCSS to provide parents with the Parent University program. In addition, the Parent Education coordinator will schedule parent engagement activities and other educational programs in partnership with local educators, Success Together and the regional Migrant program. Events will be provided both virtually and in-person, as our parents have responded positively to both. There was also a request to record parent meetings and provide a public access site for them (YouTube). Meetings are presented in both English and Spanish for parents of English Learners.</p> <p data-bbox="548 691 1455 870">How does the Action take the Needs into consideration? These services will enhance school-home connection and collaboration and will assist the district in developing services for students from the identified student groups, especially for Foster Youth, Low-income students and English Learners.</p> <p data-bbox="548 911 1539 1235">How will the Action be Effective in producing the intended Outcome? Parent engagement and parent education are important factors in student achievement levels and success for all students, including students in the identified student groups. There is an achievement gap for our Foster Youth, Low-income students and English Learners, and research shows that when parents actively participate in supporting their children, have access to information about school programs, and improved communication between school and home, academic achievement is enhanced.</p> <p data-bbox="548 1276 1518 1528">Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: Meaningful parent involvement for parents of Foster Youth, Low-income students and English Learners will provide parents with opportunities to engage with the community, support student academic skills, and help familiarize parents with our school system. We also intend to help Foster Youth, Low-income students and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>English Learners' parents build their skills in technology for monitoring their student progress and communication, especially to access information about assignments, grades and attendance.</p> <p>Providing parent engagement and input opportunities in a variety of formats and topics will increase parent engagement overall. Some parent engagement and education activities will be provided to specific parent groups such as Foster Parents or bilingual families. However, increased parent involvement is also expected to result in academic growth for all students, therefore we will provide this action on a district-wide basis.</p>		
4.2	Action 2-Parent Participation	<p>Needs, Conditions, Circumstances: Parent engagement and parent education are important factors in student achievement levels and success for all students. Parents of English Learners participate in the both the site and District English Learner Advisory Committee. In addition, parents are highly encouraged to participate in activities and events where they can provide input and be active partners in the District. The District will encourage parents to attend and actively be involved in ongoing meetings and provide input in opportunities such as School Site Council (SSC) and District Parent Advisory Council (DPAC), and other Parent Clubs.</p> <p>Describe the Actions/Services: In order to facilitate parent participation in ELAC/DELAC and other parent organizations and activities, the District will provide training and support to these organizations. The District will also provide babysitting, translating, and materials. In addition the LEA will provided additional and supplemental material in order to have continued communication throughout the school year.</p> <p>How does the Action take the Needs into consideration? Parents need training and support to be fully active participants in school and District organizations.</p>	\$241,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>How will the Action be Effective in producing the intended Outcome? Training will help parents understand their roles and responsibilities as leaders in District parent organizations. Support such as translation and childcare will provide parents with the information and time they need to actively participate.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: These activities in conjunction with previously mentioned parent engagement and education opportunities will help strengthen home-school connections for all students and in particular for students in the unduplicated groups. Our District values the parent input and students benefit from highly engaged parents. With our identified student groups, we will identify success/needs to improve outcomes and practices.</p>		
4.3	Action 3 -LCAP Coordination	<p>Needs, Conditions, Circumstances: A review and analysis of the metrics reveal the need to increase the ELA and Math achievement rates of low-income, foster youth, and English Learner students as compared to the all student group. A needs assessment determined a need for ongoing collection, analysis, and monitoring of data in alignment with the 8 state priorities as well as someone to oversee the Multi-Tiered System of Supports (MTSS) outlined in the LCAP that is designed to provide low-income Foster Youth and English Learners students with the resources and structures needed to be successful. In addition, local data has shown that working with parents of Foster Youth, Low-income students and English Learners to seek input and build relationships is an important part of building the community in Selma Unified.</p> <p>Describe the Actions/Services: In order to support these student groups, progress will be monitored, at the District level, to develop equity and access for these students and ensure funds and services are being provided appropriately to implement goals and actions intended to meet the individualized and specifically targeted social/emotional and academic needs of the focus</p>	\$91,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students as identified in the LCAP. The process of implementation, analysis, and refinement of services for the identified students is led by the Chief Academic Officer (CAO) and the CBO together, in order to co-facilitate the LCAP process and guide the work of parent groups including DELAC, Migrant Parent Advisory, and the District Parent Advisory Committee.</p> <p>How does the Action take the Needs into consideration? Monitoring educational progress through analysis of formative assessments provides needed information for the district to target English learners, low-income, and foster youth students' learning needs and ensure the LCAP goals are met. The data will be shared with site leaders and the necessary staff to discuss and implement strategies that will support students based on the data. These strategies include the support of the development and effectiveness of the District's multi-tiered system of support that creates a framework for how schools provide targeted support and help schools identify struggling students early and intervene quickly. This action is designed to meet the academic needs of the identified students. This person will also support English Learners, Low-Income, and Foster Youth parents and families during the development of the LCAP and will provide students in the identified groups with stronger family-school connections for more individualized support.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, and Circumstance: The implementation of this action item will assist the district in improving student academic achievement and ELD levels (CAASPP and ELPAC) as well as decreasing the suspension rate of students in the identified groups and in the monitoring of student outcomes in collaboration with parents. However, because this will result in growth for all students and in particular of students in the identified student groups in Math, ELD, and ELA CAASPP, we will provide this action on a district-wide basis.</p>		

Action #	Title	Description	Total Funds	Contributing
4.4	Action 4 - Student Attendance	<p>Needs, Conditions, Circumstances: Our chronic absence rates demonstrate that student attendance is an obstacle for our Low-income students and English Learners, and especially for our Foster Youth. Helping parents understand the importance of and removing barriers to regular attendance will help improve attendance rates and positively affect student achievement.</p> <p>Describe the Actions/Services: This goal provides expanded hours for school clerks and attendance staff to monitor and support regular student attendance for Foster Youth, Low-income students and English Learners. In addition, social workers will do home visits with parents of students who are Foster Youth, Low-income students and English Learners, in order to help remove barriers to regular attendance. Professional development, conferences and supplemental resources will support these staff members identify evidence-based strategies and analyze our attendance data in order to implement strategies that work for our students.</p> <p>How does the Action take the Needs into consideration? Parents, teachers and principals reported during LCAP forums that Low-income students and English Learners, and Foster Youth have various unique barriers to regular attendance and to understanding the importance of student attendance. For instance, Foster Youth may change schools frequently or miss school due to family upheaval. English Learners may come from homes where they move frequently or where parents feel they can not communicate adequately with the school. Low-income students may have issues with food insecurity or clothing needs. All three groups may need medical services and have difficulty navigating school and health systems.</p> <p>Social workers and attendance staff will call parents and make personal connections intended to improve student attendance. They will make referrals to community agencies who can provide needed medical services, food and clothing resources and school programs such as and before/after school programs, nutrition and transportation services, so that students can come to school more regularly.</p>	\$815,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>How will the Action be Effective in producing the intended Outcome? Implementing effective strategies for increasing regular student attendance for Low-income students and English Learners, and especially for our Foster Youth will result in higher student performance on local and state assessments, therefore closing the achievement gap for students in these subgroups.</p> <p>Describe the intended Outcome as it relates to the Need, Conditions, Circumstance: Low-income students, English Learners and Foster Youth have unique barriers to attendance related to their family and home circumstances. Understanding these barriers requires improving our communication with parents to help support their specific family needs. This action meets the specific needs of students who are Low-income students, English Learners, and especially for our Foster Youth, but it also benefits all students so it will be applied widely across the District.</p>		

Goal Analysis [2022-23]

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

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

The actions in Goal #4 were implemented in order to improve parent, family and community engagement.

Goal 4, Action 1-Parent and Family Engagement - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

The District continued to provide opportunities for parents and families from the identified student groups to enhance their knowledge and skills in educational programs in order to best support their children. Parent engagement and parent education opportunities were targeted toward families with students in the identified student groups. The district built partnerships with local agencies and other parent involvement groups in order to promote parent engagement.

The Parent University program continued to be the district's main component for parent and family engagement. The district provided babysitting, translating, and materials for parent involvement activities. The district also provided skilled interpreting services at parent and community events, and provided training for interested bilingual staff. Events were provided both virtually and in-person. These services enhanced the school-home connection and collaboration with parents, providing them with opportunities to engage with the school community, support their children's academic progress, and further their own knowledge of school systems, and build their skills in

educational technology. Parent engagement and education. The district established connections with local agencies and provides advisory committees to further this work and continued to expand and refine the district-wide parent involvement Parent engagement and input opportunities in a variety of formats and topics continued through the use of the annual parent survey for the parents of students from the identified groups.

Goal 4, Action 2 - Parent Participation - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

Parent engagement and parent education occurred throughout the year when the district provided ongoing parent involvement, input, and advocacy opportunities via SSC, ELAC, DELAC, DPAC, MPAC, and Parent Clubs. These activities, in conjunction with parent engagement and education opportunities helped strengthen the home-school connection for all students and in particular for students in the identified groups. Stronger home-school connections were accompanied by increased parent input, including the annual parent survey and improved participation in LCAP input sessions.

Goal 4, Action 3-LCAP Coordination - 4 – Full Implementation

No substantive difference in planned action compared to the actual implementation.

The District actively sought the input of District partners, including parents and families, in analyzing the needs of students in the identified groups. The district worked on meeting the needs of the identified groups by providing personnel to coordinate, implement and monitor the LEAs strategic plan (LCAP) with special emphasis on social-emotional, behavioral, ELD, and Math/ELA strategies, resources, programs, and materials as well as analysis and collection of data for the process of monitoring student outcomes. This feedback data and information helped the district ensure that all students in the identified groups are accessing opportunities to make adequate progress towards academic and socio-emotional achievement. Timely and ongoing input helped the district to make adjustments to actions in order to continue the focus on the needs of the identified student groups. Increased focus on the parents of students in the identified groups helped increase their engagement in their child's education as well as engage them in this process of implementation, analysis, and refinement of services. Administrative and clerical support was provided in order to accomplish this action, in order to co-facilitate the LCAP process and guide the work of parent groups including DELAC, Migrant Parent Advisory, and the District Parent Advisory Committee.

Overall Successes: To ensure this goal was met, overall Selma Unified strengths this year included parent education, especially Parent University. Nearly three dozen district parents were honored at Selma USD board meetings for completing a series of Parent University courses. LCAP coordination was also completed successfully, with nearly 200 responses to the annual survey from students and parents. Participants in parent organizations also successfully completed training in the fall in how to run their various groups. Finally, in an effort to increase access to community resources, and with the help of our Parent Education Program Manager and a team of dedicated staff members, the District developed a Food and Resource bank called the Bear Pantry. The resource has served nearly 700 packages of food to our student's families and community members, and has engaged a variety of community volunteers and student groups to be a part of the effort.

Overall Challenges: The LEA's is working on developing a Parent Education Center at a central location (district office) and staffed by the District Parent Coordinator, in order to encourage more parents to be actively engaged and connected with schools and the District. The

District is also working on ways to provide translation to parents in languages other than Spanish, in order to meet the needs of a wider range of cultural and linguistic family needs.

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

Goal 4, Action 1 resulted in an estimated actual expenditure of \$981,107 which was more than the budgeted expenditure of \$147,860. This was due to the fact that we were able to offer increased parent education opportunities this year to meet the growing needs for parents to engage in learning to support their children in school.

Goal 4, Action 2-Parent Participation

No substantive difference in planned action compared to the actual implementation.

Goal 4, Action 3-LCAP Coordination

No substantive difference in planned action compared to the actual implementation.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1- Not Effective 2 – Somewhat Effective; 2 – Somewhat Effective; 3 –Effective.

Goal 4, Action 1-Parent and Family Engagement - 3 –Effective.

The CHKS Parent Survey in 2021 was completed by 7% of parents in the selected grade levels. The survey will be repeated next Fall. The LCAP Parent and Community Survey was completed by nearly 200 people. Over 300 parents have attended dozens of parent education offerings this year, including nearly three dozen parents that completed Parent University courses. Parent education opportunities provided by the District include childcare and Spanish translation.

Goal 4, Action 2-Parent Participation - 3 –Effective.

Annual training for parents belonging to ELAC/DELAC and SSC/PAC organizations was completed in the Fall with nearly 30 participants. The District has effective ongoing ELAC, DELAC and SSC organizations, with meeting agendas and sign-ins showing active participation.

Goal 4, Action 3-LCAP Coordination - 3 –Effective.

LCAP input meetings were well-attended. Nearly 200 parents participated in the LCAP survey. Parents actively gave feedback that was summarized, responded to by the Superintendent, and reflected in the new LCAP.

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.

This goal remains relatively the same with the addition of action #4 which relates to the engagement of parents in increasing student attendance. The actions in this goal include an expanded action #1 which is related to the development of a new parent center to provide increased access to parents and families to be more involved in our schools.

Action 1-Parent and Family Engagement

We have noted that the district has a great need to increase opportunities for parent engagement and want to plan for additional parent education opportunities. We are planning to create a parent center with ongoing support for parents and access to resources and services to help them help their children succeed in school.

Goal 4, Action 2-Parent Participation remained relatively the same.

Goal 4, Action 3-LCAP Coordination remained relatively the same.

Goal 4, Action 4 - A Student Attendance action was added to this goal because we want to be more strategic in connecting with parents regarding the importance of regular attendance to our parent engagement activities.

The following metric has been added: Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$26,344,927	\$3,400,383

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.95%	0.00%	\$0.00	40.95%

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

Required Descriptions

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

The actions listed below are being provided on a wide basis to maximize efficiency and effectiveness and streamline implementation. The purpose is to ensure that targeted support can be delivered to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. The district expects that by providing these actions/services to meet the unique needs of our English learners, Foster youth, and/or Economically Disadvantaged students, the district will achieve the anticipated outcomes.

The district is meeting the increasing and improving services requirement for the specified unduplicated student group(s) and this information is contained in the action description in the Goals and Actions section of this plan. Each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, Foster youth, and/or Economically Disadvantaged student groups and how it will be effective in helping close equity and performance gaps.

Each “wide” action in this plan are (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or Economically Disadvantaged students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This unique approach was taken after consultation and input from our educational partners. The district's intention is to increase transparency for our educational partners so they can understand the rationale behind each “wide” action. (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. With consultation and input from our educational partners and other interested partners, our goal is to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action.

The contributing “wide” actions in this plan are:

Goal 1; Action 1 Core Program

Goal 1; Action 2 Program Support

Goal 1; Action 3 Professional Development

Goal 1; Action 4 - Broad Course of Study

Goal 1; Action 5 Teacher Collaboration

Goal 1; Action 6 Supplemental Materials and Services

Goal 1; Action 7 Career Technical Education

Goal 1; Action 8 Libraries

Goal 1; Action 9 Visual and Performing Arts

Goal 1; Action 10 Educational/Information Technology

Goal 2; Action 1 Strategic Academic Intervention

Goal 2; Action 2 Services for English Learners

Goal 2, Action 3 Assessment for Learning

Goal 2, Action 4 Intensive Academic Intervention

Goal 2; Action 5 Summer School

Goal 3; Action 1 Student and Community Services

Goal 3; Action 2 Student Behavior and Safety

Goal 3; Action 3 Student Health & Wellness

Goal 3; Action 4 Mental Health and Social-Emotional Learning

Goal 3, Action 5 School Climate/Culture/Learning Environments

Goal 4; Action 1 Parent and Family Engagement

Goal 4; Action 2 Parent Participation

Goal 4; Action 3 LCAP Coordination

Goal 4; Action 4 Student Attendance

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

Selma Unified has demonstrated it has met the proportionality percentage by providing increased/improved services to our English learners, foster youth, and/or low-income students equivalent to a 55.66% proportionality percentage based on the contributing actions/services in this plan. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan.

It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learners, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis.

Goal 2, Action 2 is specifically focused on providing English Learners with the support they need to develop proficiency in English, including improved English Language Development (ELD) programs, supplemental materials, support staff, a newcomer program, a program-monitoring tool for language development in English and improved use of data. Professional Learning opportunities and parent engagement, including parent education, organizations and family-focused educational activities will help strengthen connections for English Learner families at school.

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

Additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at all our schools as each has a high concentration of Foster Youth, English Learners, and low-income students. The increased staff includes: -Math Intervention Teachers for all school sites Goal 2 Action 1

- Social-Workers to provide services to all school sites Goal 2 Action 2
- Additional Mental Health Clinicians in order to increase services to all school sites Goal 2 Action 2 -Increasing At-Risk Counselors in order to support all secondary sites Goal 1 Action 2
- Specialized Assistant Principals at Selma High School to address the unique needs of identified students Goal 1 Action 2 -Increased CTE Pathways by hiring additional CTE Teachers Goal 1 Action 7 -Reading Intervention teacher for Selma High School Goal 2 Action 1
- Data Analysis staff for Selma High School Goal 1 Action 2
- Positive Behavior Intervention Supports Aides Goal 1 Action 10

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$90,673,020.00	\$1,298,010.00	\$589,184.00	\$2,286,335.00	\$94,846,549.00	\$86,388,371.00	\$8,458,178.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Action 1: Core Program	All	\$64,328,093.00				\$64,328,093.00
1	1.2	Action 2: Program Support	English Learners Foster Youth Low Income	\$2,294,032.00				\$2,294,032.00
1	1.3	Action 3: Professional Development	English Learners Foster Youth Low Income	\$535,906.00			\$322,330.00	\$858,236.00
1	1.4	Action 4: Broad Course of Study	English Learners Foster Youth Low Income	\$1,312,565.00				\$1,312,565.00
1	1.5	Action 5: Teacher Collaboration	English Learners Foster Youth Low Income	\$523,188.00				\$523,188.00
1	1.6	Action 6: Supplemental Materials and Services	English Learners Foster Youth Low Income	\$1,540,981.00			\$817,509.00	\$2,358,490.00
1	1.7	Action 7: Career Technical Education	English Learners Foster Youth Low Income	\$2,618,314.00	\$584,583.00	\$199,004.00	\$82,629.00	\$3,484,530.00
1	1.8	Action 8: Libraries	English Learners Foster Youth Low Income	\$1,311,428.00	\$51,827.00		\$151,232.00	\$1,514,487.00
1	1.9	Action 9: Visual and Performing Arts	English Learners Foster Youth Low Income	\$1,557,280.00		\$104,881.00		\$1,662,161.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Action 10: Educational/Information Technology	Foster Youth Low Income	\$2,655,547.00				\$2,655,547.00
2	2.1	Action 1-Strategic Academic Intervention	English Learners Foster Youth Low Income	\$1,623,816.00				\$1,623,816.00
2	2.2	Action 2-Services for English Learners	English Learners	\$391,055.00			\$227,057.00	\$618,112.00
2	2.3	Action 3 - Assessment for Learning	English Learners Foster Youth Low Income	\$264,931.00				\$264,931.00
2	2.4	Action 4 - Intensive Academic Intervention	English Learners Low Income	\$595,451.00				\$595,451.00
2	2.5	Action 5 - Summer School	English Learners Foster Youth Low Income	\$2,573,548.00				\$2,573,548.00
3	3.1	Action 1- Student and Community Services	Foster Youth Low Income	\$421,846.00		\$98,595.00	\$270,090.00	\$790,531.00
3	3.2	Action 2- Student Behavior and Safety	Foster Youth Low Income	\$1,667,283.00				\$1,667,283.00
3	3.3	Action 3-Student Health and Wellness	Foster Youth Low Income	\$1,327,260.00				\$1,327,260.00
3	3.4	Action 4 - Mental Health and Social-Emotional Learning	Foster Youth Low Income	\$1,521,383.00	\$661,600.00	\$160,000.00	\$125,959.00	\$2,468,942.00
3	3.5	Action 5 - School Climate/Culture/Learning Environments	Foster Youth Low Income	\$275,993.00				\$275,993.00
4	4.1	Action 1-Parent and Family Engagement	English Learners Foster Youth Low Income	\$256,400.00			\$245,023.00	\$501,423.00
4	4.2	Action 2-Parent Participation	English Learners Foster Youth Low Income	\$241,720.00				\$241,720.00
4	4.3	Action 3 -LCAP Coordination	English Learners Foster Youth Low Income	\$20,000.00		\$26,704.00	\$44,506.00	\$91,210.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	Action 4 - Student Attendance	English Learners Foster Youth Low Income	\$815,000.00				\$815,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$64,328,093	\$26,344,927	40.95%	0.00%	40.95%	\$26,344,927.00	0.00%	40.95 %	Total:	\$26,344,927.00
								LEA-wide Total:	\$26,344,927.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Action 2: Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,294,032.00	
1	1.3	Action 3: Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$535,906.00	
1	1.4	Action 4: Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,312,565.00	
1	1.5	Action 5: Teacher Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$523,188.00	
1	1.6	Action 6: Supplemental Materials and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,540,981.00	
1	1.7	Action 7: Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Selma High,	\$2,618,314.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Heartland, Strive Academy CDS 7-12		
1	1.8	Action 8: Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,311,428.00	
1	1.9	Action 9: Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,557,280.00	
1	1.10	Action 10: Educational/Information Technology	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,655,547.00	
2	2.1	Action 1-Strategic Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,623,816.00	
2	2.2	Action 2-Services for English Learners	Yes	LEA-wide	English Learners	All Schools	\$391,055.00	
2	2.3	Action 3 - Assessment for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$264,931.00	
2	2.4	Action 4 - Intensive Academic Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$595,451.00	
2	2.5	Action 5 - Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,573,548.00	
3	3.1	Action 1- Student and Community Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$421,846.00	
3	3.2	Action 2- Student Behavior and Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,667,283.00	
3	3.3	Action 3-Student Health and Wellness	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,327,260.00	
3	3.4	Action 4 - Mental Health and Social-Emotional Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,521,383.00	
3	3.5	Action 5 - School Climate/Culture/Learning Environments	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$275,993.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Action 1-Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$256,400.00	
4	4.2	Action 2-Parent Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$241,720.00	
4	4.3	Action 3 -LCAP Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.4	Action 4 - Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$815,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$92,220,622.00	\$95,944,917.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Action 1: Core Program	No	\$56,193,311	\$56,193,311
1	1.2	Action 2 - Program Support	Yes	\$2,665,163	\$2,655,806
1	1.3	Action 3 - Professional Development and Coaching	Yes	\$1,234,012	\$1,211,808
1	1.4	Action 4 - English Learner Services	Yes	\$3,200,421	\$3,173,205
1	1.5	Action 5 - Collaboration	Yes	\$750,000	\$748,568
1	1.6	Action 6 - Supplemental Materials and Services	Yes	\$6,317,509	\$7,393,446
1	1.7	Action 7 - Career Technical Education	Yes	\$3,587,333	\$2,701,715
1	1.8	Action 8 - Libraries	Yes	\$2,540,729	\$2,257,827
1	1.9	Action 9 - Visual and Performing Arts	Yes	\$1,398,542	\$1,634,555
1	1.10	Action 10 - Learning Environments	Yes	\$3,571,518	\$3,990,090

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Action 11 - Educational Technology	Yes	\$1,500,000	\$1,979,977
2	2.1	Action 1-Interventions	Yes	\$2,750,000	\$4,359,890
2	2.2	Action 2-Social Emotional Interventions/Supports	Yes	\$3,293,578	\$4,388,462
3	3.1	Action 1-Individualized Intervention and Support Services	Yes	\$1,750,000	\$1,250,294
3	3.2	Action 2-Pupil Services/Attendance	Yes	\$588,585	\$650,431
3	3.3	Action 3 -Middle School Intervention Classroom	Yes	\$350,000	\$14,035
4	4.1	Action 1-Parent and Family Engagement	Yes	\$147,860	\$981,107
4	4.2	Action 2-Parent Participation	No	0	
4	4.4	Action 3-LCAP Coordination	Yes	\$382,061	\$360,390

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$24,608,798	\$31,274,746.00	\$35,005,099.88	(\$3,730,353.88)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Action 2 - Program Support	Yes	\$2,500,000	\$2,490,643.	0	0
1	1.3	Action 3 - Professional Development and Coaching	Yes	\$850,000	\$827,796	0	0
1	1.4	Action 4 - English Learner Services	Yes	\$3,000,000	\$2,972,784	0	0
1	1.5	Action 5 - Collaboration	Yes	\$750,000	\$748,568	0	0
1	1.6	Action 6 - Supplemental Materials and Services	Yes	\$5,500,000	\$6,581,995.88	0	0
1	1.7	Action 7 - Career Technical Education	Yes	\$2,936,000	\$2,050,382	0	0
1	1.8	Action 8 - Libraries	Yes	\$2,250,000	\$1,967,098	0	0
1	1.9	Action 9 - Visual and Performing Arts	Yes	\$1,300,000	\$1,536,013	0	0
1	1.10	Action 10 - Learning Environments	Yes	\$3,500,000	\$3,918,572	0	0
1	1.11	Action 11 - Educational Technology	Yes	\$1,500,000	\$1,979,977	0	0
2	2.1	Action 1-Interventions	Yes	\$2,750,000	\$4,359,890	0	0
2	2.2	Action 2-Social Emotional Interventions/Supports	Yes	\$1,750,000	\$2,844,884	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Action 1-Individualized Intervention and Support Services	Yes	\$1,750,000	\$1,250,294	0	0
3	3.2	Action 2-Pupil Services/Attendance	Yes	\$350,000	\$411,846	0	0
3	3.3	Action 3 -Middle School Intervention Classroom	Yes	\$350,000	\$14,035	0	0
4	4.1	Action 1-Parent and Family Engagement	Yes	\$75,000	\$908,247	0	0
4	4.4	Action 3-LCAP Coordination	Yes	\$163,746	\$142,075	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$60,846,599	\$24,608,798	16.41%	56.85%	\$35,005,099.88	0.00%	57.53%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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