# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clovis Unified School District
CDS Code: 10621170000000
School Year: 2024-25
LEA contact information:
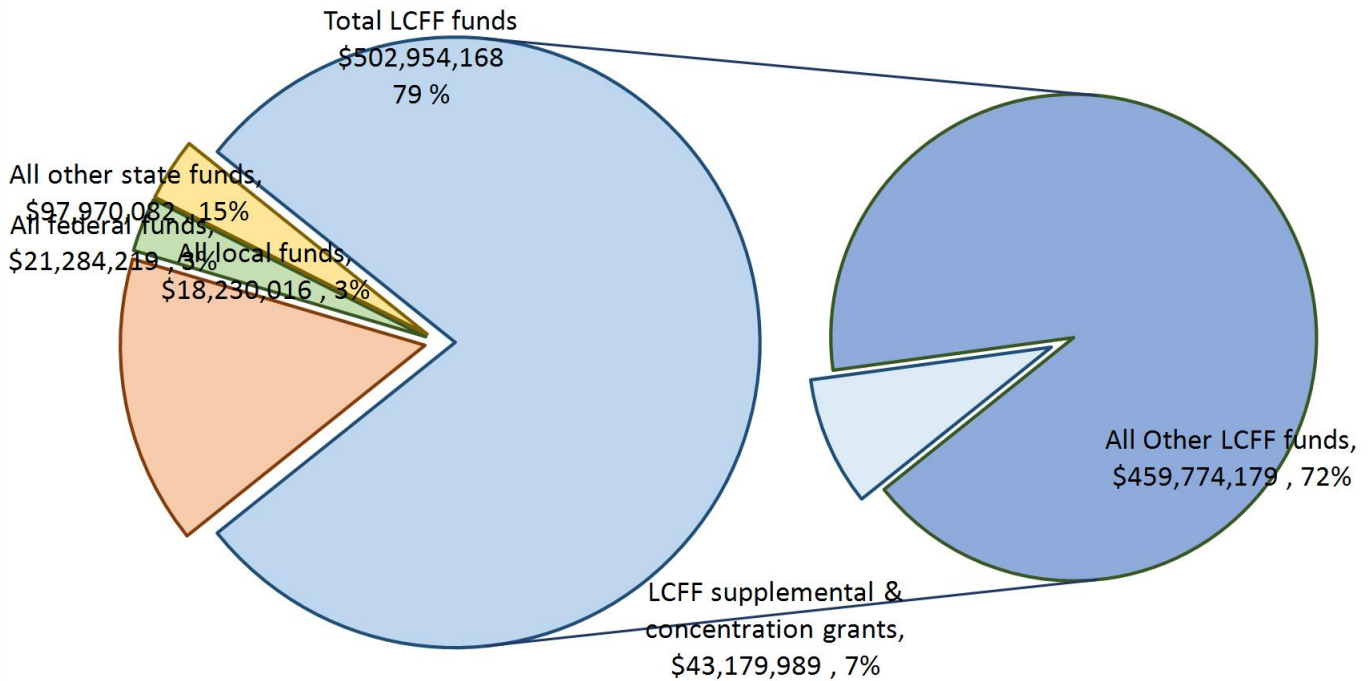Corrine Folmer, Ed.D.
Superintendent
corrinefolmer@cusd.com
559--327-9000

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 2024-25 School Year

# Projected Revenue by Fund Source

Total LCFF funds
$502,954,168
79 %

All other state funds,
$97,970,082 , 15%

All federal funds,
$21,284,219 , 3%

All local funds,
$18,230,016 , 3%

All Other LCFF funds,
$459,774,179 , 72%

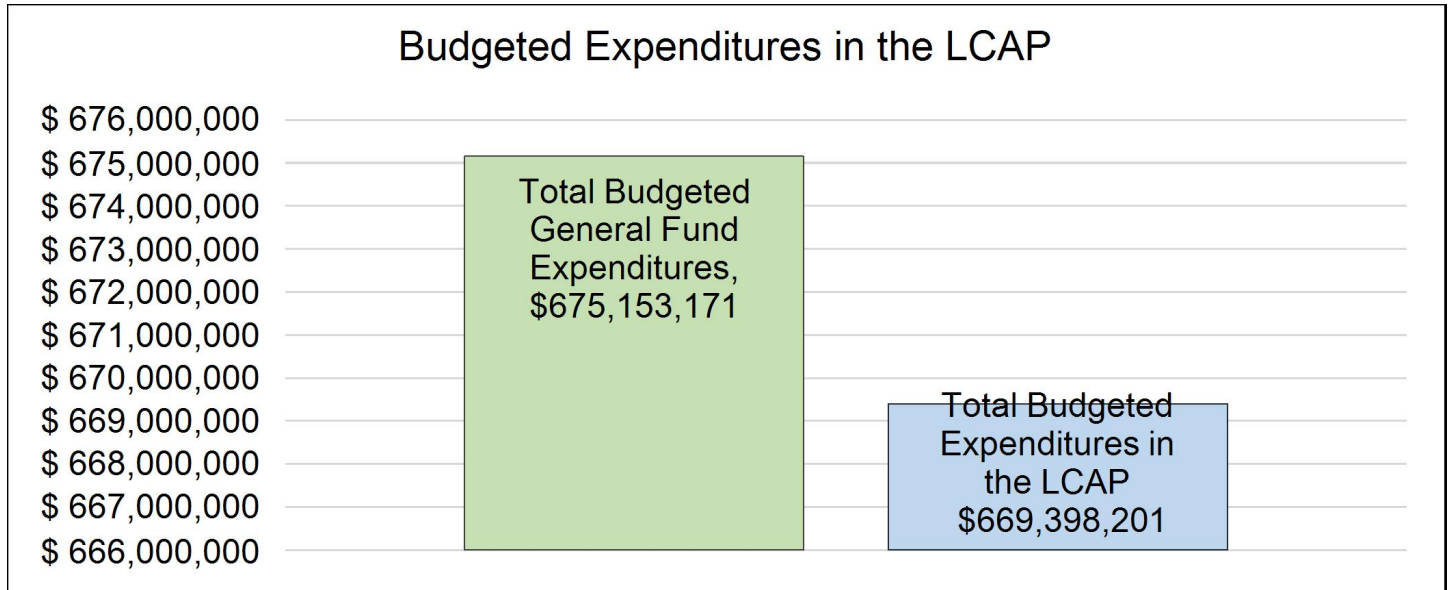LCFF supplemental &
concentration grants,
$43,179,989 , 7%

This chart shows the total general purpose revenue Clovis 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 Clovis Unified School District is $640,438,485, of which $502,954,168 is Local Control Funding Formula (LCFF), $97,970,082 is other state funds, $18,230,016 is local funds, and $21,284,219 is federal funds.  Of the $502,954,168 in LCFF Funds, $43,179,989 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $675,153,171 | |
| | Total Budgeted Expenditures in the LCAP $669,398,201 |

*This chart provides a quick summary of how much Clovis Unified School District plans to spend for 2024-25. 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: Clovis Unified School District plans to spend $675,153,171 for the 2024-25 school year. Of that amount, $669,398,201 is tied to actions/services in the LCAP and $5,754,970 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
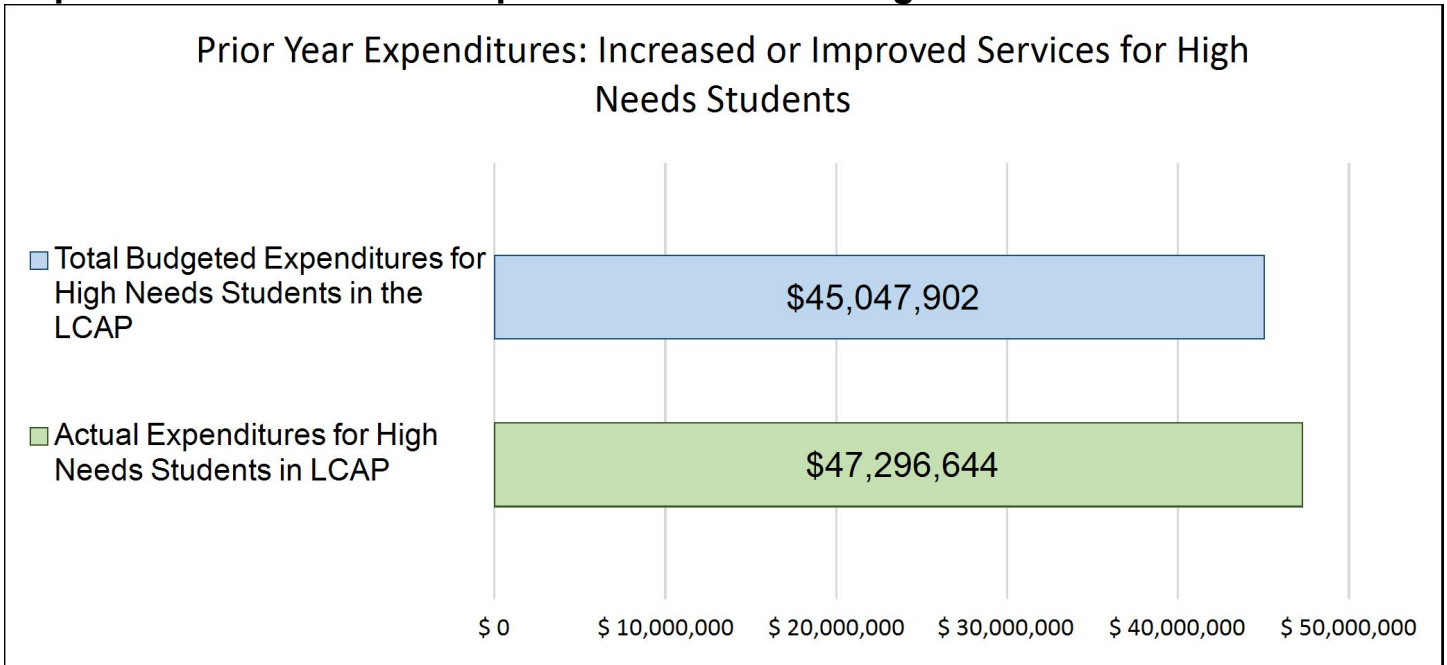
Debt Services, Transfers to Building funds to pay debt service, and the District contribution to the Adult School Fund are excluded from the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Clovis Unified School District is projecting it will receive $43,179,989 based on the enrollment of foster youth, English learner, and low-income students. Clovis Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clovis Unified School District plans to spend $44,227,377 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $45,047,902

☐ Actual Expenditures for High Needs Students in LCAP — $47,296,644

$ 0    $ 10,000,000    $ 20,000,000    $ 30,000,000    $ 40,000,000    $ 50,000,000

This chart compares what Clovis 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 Clovis 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 2023-24, Clovis Unified School District's LCAP budgeted $45,047,902 for planned actions to increase or improve services for high needs students. Clovis Unified School District actually spent $47,296,644 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Clovis Unified School District | Corrine Folmer, Ed.D.<br>Superintendent | corrinefolmer@cusd.com<br>559--327-9000 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Maximize Achievement for ALL Students |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| A-G Completion Rate | 59.8%<br>Data Year: 2019-20<br>Data Source: DataQuest | All: 59.9%<br><br>EL: 37.9%<br>SED: 51.7%<br>FY: 15.8%<br><br>Data Year: 2020-21<br>Data Source: DataQuest | All: 58.4%<br><br>EL: 31.3%<br>SED: 45.4%<br>FY: 10.5%<br><br>Data Year: 2021-22<br>Data Source: DataQuest | All: 57%<br><br>EL: 27.5%<br>SED: 45%<br>FY: 13%<br><br>Data Yr: 2022-23<br>Data Source: DataQuest | All: 63%<br><br>EL: 45%<br>SED: 57%<br>FY: 25%<br><br>Data Year: 2022-2023<br>Data Source: DataQuest |
| Percent of EL Students Scoring Level 3 or Level 4 on ELPAC | 56%<br>Data Year: 2019-20<br>Data Source: ELPAC data | EL: 65.12%<br><br>Data Year: 2020-2021<br>Source: ELPAC data | EL: 66.8%<br><br>Data Year: 2021-22<br>Source: ELPAC data | EL: 66.3%<br><br>Data Yr: 22-23<br>Source: ELPAC data | EL: 69%<br><br><br>Data Year: 2022-2023<br>Data Source: ELPAC Data |
| EL Reclassification Rate | 18%<br>Data Year: 2019-20<br>Data Source: Local Data | EL: 6.9%<br><br>Data Year: 2020-2021<br>Data Source: Local Data | EL: 17%<br><br>Data Year: 2021-22<br>Data Source: Local Data | All: 28%<br><br>Data Yr: 2022-23<br>Data Source: Local Data | EL: 22%<br><br>Data Year: 2022-2023<br>Data Source: Local Data |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| AP Course Enrollment | 22.8%<br>Data Year: 2019-20<br>Data Source:<br>Local Data | All: 22.5%<br><br>EL: <1%<br>SED:18%<br>FY:<1%<br><br>Data Year: 2021-22<br>Data Source:<br>Local Data | All: 24%<br><br>EL: <1%<br>SED: < 6.4%<br>FY: <1%<br><br>Data Year: 2022-23<br>Data Source:<br>Local Data | All: 22.4%<br><br>EL: <1%<br>SED: 7.8%<br>FY: <1%<br><br>Data Year: 2023-2024<br>Data Source:<br>Local Data | All: 26%<br><br>EL: 5%<br>SED: 25%<br>FY:5%<br><br>Data Year: 2023-24<br>Data Source:<br>Local Data |
| AP Course Offering | 29<br>Data Year: 2019-20<br>Data Source:<br>Local Data | 29<br><br>Data Year: 2021-22<br>Data Source: Local Data | 29<br><br>Data Year: 2022-23<br>Data Source: Local Data | 29<br><br>Data Year: 2022-2023<br>Data Source: Local Data | 29<br><br>Data Year: 2023-24<br>Data Source:<br>Local Data |
| AP Passage Rate | 73%<br>Data Year: 2019-20<br>Data Source:<br>AP Website | All: 61%<br><br>EL: 100%<br>SED: 50%<br>FY: 60%<br><br>Data Year: 2020-21<br>Data Source: AP Website | All: 72%<br><br>EL: 100%<br>SED: 65%<br>FY: 66%<br><br>Data Year: 2021-22<br>Data Source: AP Website | All: 74%<br><br>EL: 100%<br>SED: 65%<br>FY: NA<br><br>Data Year: 2022-2023 | All: 75%<br><br>EL: 100%<br>SED: 68%<br>FY: 69%<br><br>Data Year: 2022-2023Data Source: AP Website |
| EAP ELA | This information is currently unavailable. | All: 77%<br><br>EL: 68% | All: 78%<br><br>EL: 21% | All: 80.5%<br><br>EL: 18.9% | All: 83%<br><br>EL: 26% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | SED: 68%<br>FY: *Less than 10 students-data not reported.<br><br>Data Year: 2020-2021<br>Data Source: Local Data will be used until CAASPP data is available | SED: 69.5%<br>FY: 38%<br><br>Data Year: 2021-22<br>Data Source: CAASSP | SED: 71.1%<br>FY: 23.6%<br><br>Data Year: 2022-23<br>Data Source: CAASSP | SED: 70%<br>FY: 43%<br><br>Data Year: 2022-2023<br>Data Source: CAASSP |
| EAP Math | This information is currently unavailable. | All: 47%<br><br>EL: 38%<br>SED: 35%<br>FY: *Less than 10 students-data not reported.<br><br>Data Year: 2020-2021<br>Data Source: Local Data will be used until CAASPP data is available | All: 41%<br><br>EL: 8%<br>SED: 31.3%<br>FY: *Less than 10 students-data not reported.<br><br>Data Year: 2021-22<br>Data Source: CAASSP | All: 45.3%<br><br>EL: 5.4%<br>SED: 32.3%<br>FY: *Less than 10 students-data not reported<br><br>Data Year: 2022-23<br>Data Source: CAASSP | All: 46%<br><br>EL: 13%<br>SED: 36%<br>FY: *Less than 10 students-data not reported.<br><br>Data Year: 2022-2023<br>Data Source: CAASSP |
| High School Graduation Rate | 95%<br>Data Year: 2019-20<br>Data Source: DataQuest | All: 95.3%<br><br>EL: 84.9%<br>SED: 92.5%<br>FY: 75.8% | All: 95.5%<br><br>EL: 93.5%<br>SED: 94%<br>FY: 73.1% | All: 94.7%<br><br>EL: 89.6%<br>SED: 93.2%<br>FY: 79.3% | All: 96%<br><br>EL: 95%<br>SED: 93%<br>FY: 80% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Data Year: 2020-2021<br>Data Source:<br>DataQuest | Data Year: 2021-2022<br>Data Source:<br>DataQuest | Data Yr: 2022-23<br>Data Source:<br>DataQuest | Data Year: 2022-2023<br>Data Source:<br>DataQuest |
| Smarter Balanced ELA | Local Benchmarks will be used until CAASPP results become available.  TBD Replacing with Local data until Smarter Balanced data is available. | Local Benchmarks will be used until CAASPP results become available. | All: 66.2%<br><br>EL: 25.4%<br>SED: 54.1%<br>FY: 32.9%<br><br>Data Year: 2021-22<br>Data Source:<br>CAASSP | All: 66.2%<br><br>EL: 20%<br>SED: 53.8%<br>FY: 18.5%<br><br>Data Yr: 2022-23<br>Data Source:<br>CAASSP | All: 71%<br><br>EL: 30%<br>SED: 59%<br>FY: 37%<br><br>Data Year: 2022-2023<br>Data Source:<br>CAASSP |
| Smarter Balanced Math | Local Benchmarks will be used until CAASPP results become available.  TBD Replacing with Local data until Smarter Balanced data is available. | Local Benchmarks will be used until CAASPP results become available. | All: 49.2%<br><br>EL: 19.6%<br>SED: 35.7%<br>FY: 12.6%<br><br>Data Year: 2021-22<br>Data Source:<br>CAASSP | All: 51%<br><br>EL: 17.5%<br>SED: 36.9%<br>FY: 11.1%<br><br>Data Yr: 2022-23<br>Data Source:<br>CAASSP | All: 54%<br><br>EL: 24%<br>SED:40%<br>FY: 17%<br><br>Data Year: 2022-2023<br>Data Source:<br>CAASSP |
| Percent earning Healthy Fitness Zone in Grade 5 | TBD<br>Data Year:<br>Data Source:<br>Local Data | 67%<br><br>Data Year: 2021-22<br>Data Source: Local Data | 61.7%<br><br>Data Year: 2022-23<br>Data Source: Local Data | TBD Spring 24 | 75%<br><br>Data Year: 2023-24<br>Data Source: Local Data |
| Percent earning Healthy Fitness Zone in Grade 7 | TBD<br>Data Year:<br>Data Source:<br>Local Data | 69.9%<br><br>Data Year: 2021-22 | 57.5%<br><br>Data Year: 2022-23 | TBD Spring 24 | 75%<br><br>Data Year: 2023-24 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Data Source: Local Data | Data Source: Local Data | | Data Source: Local Data |
| Percent earning Healthy Fitness Zone in Grade 9 | TBD<br>Data Year:<br>Data Source:<br>Local Data | 66.6%<br><br>Data Year: 2021-22<br>Data Source: Local Data | 57.7%<br><br>Data Year: 2022-23<br>Data Source: Local Data | TBD Spring 24 | 75%<br><br>Data Year: 2023-24<br>Data Source: Local Data |
| Middle School Dropout Rate | 0%<br>Data Year: 2019-20<br>Data Source:<br>CALPADS Fall 1 | All:0%<br><br>EL: 0%<br>SED: 0%<br>FY: 0%<br><br>Data Year: 2020-2021<br>Data Source:<br>CALPADS Fall 1 | All:0%<br><br>EL: 0%<br>SED: 0%<br>FY: 0%<br><br>Data Year: 2021-2022<br>Data Source:<br>CALPADS Fall 1 | All: 0%<br><br>EL: 0%<br>SED: 0%<br>FY: 0%<br><br>Data Year: 2022-23<br>Data Source:<br>CALPADS Fall 1 | All:0%<br><br>EL: 0%<br>SED: 0%<br>FY: 0%<br><br>Data Year: 2022-2023<br>Data Source:<br>CALPADS Fall 1 |
| High School Dropout Rate | 2%<br>Data Year: 2019-20<br>Data Source:<br>DataQuest | All: 2.1%<br><br>EL: 4.7%<br>SED: 3.9%<br>FY: 18.2%<br><br>Data Year: 2020-2021<br>Data Source:<br>DataQuest | All: 1.5%<br><br>EL: 0%<br>SED: 1.7%<br>FY: 0%<br><br>Data Year: 2021-22<br>Data Source:<br>DataQuest | All: 1%<br><br>EL: 1.7%<br>SED: 1.7%<br>FY: 10.5%<br><br>Data Year: 2022-23<br>Data Source:<br>DataQuest | All: 1.5%<br><br>EL: 4%<br>SED: 3%<br>FY: 15%<br><br>Data Year: 2022-2023<br>Data Source:<br>DataQuest |
| ELA Local Benchmarks (Grades K-8) | 62% Above or On Grade Level<br>Data Year: 2020-21<br>Data Source: | All: 47%<br><br>EL: 21%<br>SED: 36% | All: 50%<br><br>EL: 16%<br>SED: 35% | All: 51%<br><br>EL: 16%<br>SED: 28% | All: 55%<br><br>EL: 25%<br>SED: 40% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | iReady Spring Diagnostic | FY: 16%<br><br>Data Year: 2021-22<br>Data Source: iReady Winter Diagnostic | FY: 24%<br><br>Data Year: 2022-23<br>Data Source: iReady Winter Diagnostic | FY: 23%<br><br>Data Yr: 2023-24<br>Data Source: iReady Winter Diagnostic | FY: 20%<br><br>Data Year: 2023-2024<br>Data Source: iReady Winter Diagnostic |
| Math Local Benchmarks (Grades K-8) | 57% Above or On Grade Level<br>Data Year: 2020-21<br>Data Source: iReady Spring Diagnostic | All: 37%<br><br>EL: 15%<br>SED: 25%<br>FY: 10%<br>Data Year: 2021-22<br>Data Source: iReady Winter Diagnostic | All: 38%<br><br>EL: 13%<br>SED: 27%<br>FY: 14%<br><br>Data Year: 2022-23<br>Data Source: iReady Winter Diagnostic | All: 37%<br><br>EL: 13%<br>SED: 25%<br>FY: 9%<br><br>Data Yr: 2023-24<br>Data Source: iReady Winter Diagnostic | All: 50%<br><br>EL: 20%<br>SED: 30%<br>FY: 15%<br><br>Data Year: 2023-2024<br>Data Source: iReady Winter Diagnostic |
| CTE Pathway Completion Rate | 39%<br>Data Year: 2019-20<br>Data Source: Local Data | All: 48%<br><br>EL: 33%<br>SED: 44%<br>FY: 17%<br>Data Year: 2020-2021<br>Data Source: Local Data | All: 35%<br><br>EL: 21%<br>SED: 30%<br>FY: 12%<br>Data Year: 2021-2022<br>Data Source: Local Data | All: 34.6%<br><br>EL: 21.6%<br>SED: 37%<br>FY: 40%<br><br>Data Yr: 22-23<br>Data Source: Local Data | All: 45%<br><br>EL: 35%<br>SED: 48%<br>FY: 20%<br><br>Data Year: 2022-2023<br>Data Source: Local Data |
| EL Students Making Progress Toward English Proficiency | 56%<br><br>Data Year: 2019<br>Data Source: Dashboard | Refer to data below in lieu of no ELPI per suspended 2020 ELPAC<br>Level 4- 23.68% | 60.3%<br><br>Data Year: 2021-22<br>Data Source: Dashboard | 57.2%<br><br>Data Yr: 22-23<br>Data Source: Dashboard | 66%<br><br>Data Year: 2022-2023<br>Data Source: Dashboard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Level 3- 41.44%<br>Level 2- 25.9%<br>Level 1- 8.99%<br>Data Year: 2021<br>Data Source: ELPAC | | | |
| A-G Completion and CTE Pathway Completion Rate | 21.96%<br>Data Year: 2019-20<br>Data Source: Local Data | All: 33%<br><br>EL: 18%<br>SED: 27%<br>FY: 9%<br>Data Year: 2021-2022<br>Data Source: Local Data | All: 22%<br><br>EL: 12%<br>SED: 16%<br>FY: 4%<br>Data Year: 2021-2022<br>Data Source: Local Data | All: 57%<br><br>EL: 27.5%<br>SED: 45%<br>FY: 13%<br><br>Data Yr: 22-23<br>Data Source: DataQuest | All: 25%<br><br>EL: 20%<br>SED: 30%<br>FY: 11%<br><br>Data Year: 2022-2023<br>Data Source: Local Data |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The actions outlined in Goal 1: Maximize Achievement for ALL Students. These actions support the progress in meeting the Goal to increase A-G Completion Rates, EL Reclassification Rates, Percent of EL students Scoring 3 or 4, Graduation Rate, and ELA and Math Local Benchmarks.
Action 1: The instructional and operational technology action was fully implemented. It supported our technology department and technology tools for student and staff use, which helps support increased student achievement for our identified students.

Action 2: The class size reduction action was implemented as planned. It supported the reduction of one grade level, selected by the school site, in primary grades, which helped support our goal of achievement of these students.

Action 3: The students with IEPs action was fully implemented this year. Action 4 provided support for our special education students, including resources, personnel, and curriculum to target students' individual needs.

Action 4: The special education program action was implemented as planned. It supported the overall implementation of the goal by providing an increased number of special education teachers and resources to increase student achievement.

Action 5: The career and technical education courses action was implemented as planned. Additional CTE teachers provided more opportunities and courses for EL, FY, and LI students to explore their interests and engage in hands-on learning. It provided opportunities for EL, FY, and LI students to participate in CTE programs and access to relevant and engaging curriculum and instruction that prepares the students for coursework beyond high school to build the skills necessary for success in a particular career path.

Action 6: The licensing to provide online college and career planning action was implemented as planned. This license provides students in grades 5-12 with support to help make them better prepared for life after school, thus supporting college and career readiness. While the cost has increased for the license, it has been an effective tool for students to learn more about their interests and plan for their future.

Action 7: The specialized services and support for migrant education action was implemented as planned. The action provided a home school liaison and tutoring services for migrant students, thus increasing feelings of connectedness with home-school and increasing academic achievement for these students.

Action 8: The supplemental instructional support for sties action was implemented as planned. The action provided school sites money for intervention and supplemental programs and personnel, thus supporting increased achievement in ELA and Math.

Action 9: The intervention summer learning academy action was fully implemented during the school year. The action provided summer school for FY, EL, and LI students, giving them extended learning opportunities that influence academic achievement in ELA and Math.

Action 10: The push-in K-6 teacher action was fully implemented during the school year. The action provided certificated teachers and qualified intervention aides to support FY, EL, and LI students, thus influencing academic achievement.

Action 11: The additional instructional support for core classes and college and career readiness action was implemented as planned; however there was a need for a TOSAs to fulfill needs for some of the AVID courses due to a limited number of qualified teachers. Additional support classes to deliver more instructional time to support core areas and prepare students for college and career with involvement in the Advancement Via Individual Determination (AVID) program.

Action 12: The secondary intervention action was fully implemented during the school year. The action provided stipends for intermediate schools and for high schools to staff intervention programs at the site for FY, EL, and LI students. The implementation of this action helps support academic achievement of identified students.

Action 13 The healthy start coordinator action was fully implemented. The action provided a coordinator that connects FY, EL, and LI students with needed services and acts as a community liaison for students who are placed at one of our alternative education sites. The goal of this action is to improve graduation rates of alternative ed students.

Action 14: The ELD teachers at secondary schools action was fully implemented. The action provided teachers at secondary sites to offer targeted instruction dependent on EL students' English level and helped provide professional development for other teachers to support EL students in their core classes. We believe this influenced reclassification rates and EL progress toward proficiency.

Action 15: The online curriculum for intervention and credit recovery action was fully implemented. This action provided students with intervention programs and allowed FY, LI, and EL students deficient in credits to make those up without impacting their established schedules.

Action 16: The increased bus routes action was fully implemented. This action provided busses for FY, LI, and EL students to attend programs offered at other sites.

Action 17: The mentoring services at alternative sites action was fully implemented. This action provided students at our alternative sites with mentoring support to provide individualized tutoring for FY, LI, and EL students. We believe this influenced the achievement data in Math and ELA.

Action 18: The opportunity classes at intermediate schools action was fully implemented. This action provided alternative placements for students struggling behaviorally, where behavior was affecting academics. These small classes offer FY, LI, and EL students with support from a certificated teacher to build strategies for success in regular classrooms.

Action 19: The Clovis support and intervention district coordinator action was implemented fully. This action provided district support to school-based CSI programs, where FY, LI, and EL students were offered group counseling sessions by trained staff to support mental health needs, thus removing barriers that affect learning. We believe this action increased academic success in identified students.

Action 20: The EL summer school action was fully implemented this year. This action provided EL students with targeted instruction to support oral and written language development and strategies to engage with academic language. We believe this action influenced reclassification rates and EL progress towards the standard.

Action 21: The additional nursing services action was implemented this year however not all positions were able to be filled. The challenges of the pandemic have impacted all areas of the work force. All sites however were able to have the expected personnel support to meet this action. This action provided additional nursing support at sites with high populations of FY, LI, and EL students, reducing the likelihood that health issues will interfere with the students' abilities to learn and attend school. We believe this action increased attendance for identified students.

Action 22: The personal for Student Services and School Attendance for foster and homeless support was fully implemented this year. This action provided foster youth and homeless students with personnel that handled intake services for new students, follow-up meetings with the students throughout the year, and connected students to tutoring services.

Action 23: The Guidance Learning Directors/Specialists action was fully implemented during this school year. Students have been able to benefit from more one-on-one and small group time with counselors to discuss their progress and future goals. This action provided FY, LI,

and EL students with increased access to counseling services and to fully understand the academic supports and resources available to them as they successfully matriculate through grades 9-12.

Action 24: The Guidance instructional Specialist for at-risk students action was fully implemented during this school year. This action provides FY, LI, and EL students with support for academics, social-emotional wellness, and school connectedness through direct counseling and connection to services.

Action 25: The Comprehensive Youth Services action was fully implemented during this school year. This action provided licensed therapists and social workers to provide direct therapy services for FY, LI, and EL students, to remove the barriers to attendance and learning.

Action 26: The administrative support for MTSS action was fully implemented during this school year. This action provided personnel to help schools develop MTSS plans and provided professional development for teachers on effective strategies to meet student needs. MTSS provides targeted support for academic, social, and emotional needs for FY, LI, and EL students.

Action 27: The MTSS action was fully implemented during the school year. This action provided psychologist support across all areas in the district to support our MTSS.

Action 28: The computer-based data management system action was fully implemented this year. This action provides teachers, parents, administrators, and students data reflecting the learning goals of FY, LI, and EL students, which provides a guide for teachers to support increased academic achievement in ELA and Math.

Action 29: The additional behavioral supports for students action was fully implemented this year. This action provided mental health support providers, psychologists, and assistants to work and counsel directly with students who were referred for behavioral struggles.

Action 30: The additional social emotional psychologists at the high schools action was fully implemented this year. This action provided psychologists at comprehensive sites with the ability to work directly with FY, LI, and EL students who identified social and emotional needs. We believe this action supported the increase in attendance and a decrease of suspensions for identified students with this action.

Action 31: The lead psychologists for comprehensive wellness plan action was fully implemented this year. CUSD's Wellness Plan is a multi-tiered and multi-faceted program of support that helps FY, LI, and EL students reach their full potential with programs that provide direct services to students across the district. The lead psychologists offer professional development and training for staff members across the district.

Action 32: The elementary social-emotional support was implemented, however there was a lack of qualified credentialed counselors, therefore teachers on special assignment were also hire in place of a counselor.

Overall Successes:
Academic Supports: Initiatives such as class size reduction, supplemental instructional support, and specialized services for students with IEPs, as well as the integration of career and technical education courses, have collectively supported academic achievement in ELA and

math. The implementation of various support actions, including the credit recovery program, targeted EL summer school, and specialized services for foster youth and homeless students, contributed to supporting graduation rates and EL reclassification rates.

Enhanced Student Connectedness: The addition of Transition Directors, mentoring services, and Comprehensive Youth Services helped build stronger relationships between students and staff, enhancing students' sense of belonging and connectedness within the school community.
Effective Technology Integration: The full implementation of instructional and operational technology facilitated improved access to learning tools and resources, positively impacting student engagement and achievement.
Robust Mental Health and Behavioral Support: The provision of psychologists, mental health support providers, and behavioral support specialists contributed to a decrease in suspensions and helped address the social-emotional needs of students, fostering a more supportive learning environment.

Overall Challenges:
Staffing Shortages: Despite the planned actions, there were challenges in hiring qualified personnel for certain positions, such as nursing services, elementary social-emotional support, and AVID courses, which limited the full potential impact of these initiatives.
Increased Costs:The rising costs associated with licensing for online college and career planning tools and other programs posed financial challenges, although the tools remained effective.

Behavioral and Academic Support Needs: Some students required additional behavioral and academic interventions that went beyond the capacity of the available support staff, highlighting the need for further resources and personnel.

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

Action 1.5: Carryover from the prior year Career Technical Education Incentive Grant (CTEIG) apportionment was added to the 2023-24 budget to support the expansion of CTE pathways. The CTEIG funds supported the purchase of equipment and modernization of existing CTE facilities.

Action 1.6: This action is supported with the Xello, Career and College Readiness, software. The cost of this annual contract increased subsequent to the LCAP being approved.

Action 1.8: The action was expanded to provide school sites with additional intervention hours to continue the work being done for learning loss mitigation.

Action 1.25: The Comprehensive Youth Services contract serves all school site areas within the distirct. Additional clinician hours were added to the Buchanan, Clovis West, and Clovis East areas.

Action 1.27: A portion of a psychologist, .50 FTE, was moved from this action to Action 1.29. The change was to better align positions with the staffing formula as well as the increased student need for more time within the Behavior Consultation Team.

Action 1.32: A Mental Health Support Provider was added to the Alternative Education area.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1
Effectiveness: Mostly Effective
Metrics: Graduation Rate
Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was Mostly effective because it provided our students and staff with:
access to Information through the use of technology
supports interactive learning through the use of interactive tools and multimedia resources that engage students
allows for personalized learning experiences tailored to individual student needs and pace
allows for adaptive learning platforms to adjust content and difficulty levels based on student performance, providing targeted support and challenges
supports collaborative learning through online collaboration tools that facilitate communication and collaboration among students
provides options for differentiated instruction and accommodates diverse learning needs
supports data-driven decision making for teachers to make informed decisions
Additionally, educational partners have indicated that leveraging technology to assist in the learning process is essential for students to succeed and be prepared for the 21st century.


Action 1.2
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students. Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was effective due to the opportunity for smaller group instruction to address specific areas of need. With reduced class sizes, teachers could offer additional support and focus on a smaller number of students. Education partners have reported that smaller class sizes effectively support the unique needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students based on their local progress monitoring and in-class observations.

Action 1.3
Effectiveness: Mostly Effective
Metrics: Graduation Rate
Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this goal was somewhat effective because our teams worked to ensure:
IEPs were developed for students with disabilities, outlining their unique learning goals, accommodations, and support services.
Special education teachers provided specialized instruction tailored to the individual needs of students with disabilities including modifications to curriculum, instructional materials, and teaching strategies to address students' learning challenges.
Services such as speech therapy, occupational therapy, physical therapy, counseling, and assistive technology services were provided
Resource rooms were available for small group instruction or one-on-one assistance from special education teachers or instructional aides.
Inclusion and integrated classrooms were in place to support students.
Secondary students received transition services.
Schools provided behavioral supports and interventions to address challenging behaviors exhibited by students with disabilities. This may involve the development of behavior intervention plans (BIPs), positive behavior support strategies, and collaboration with behavioral specialists or counselors.


Action 1.4
Effectiveness: Ineffective
Metrics: Smarter Balanced Math, Graduation, Suspension Rate.
Effectiveness: CUSD is in the red for three of the state indicators: math, graduation, and suspension
Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was ineffective because there is a need to conduct a deeper dive to explore the underlying causes of our metrics and underperformance of our SWD students to provide more effective support.

Action 1.5
Effectiveness: Somewhat Effective
Metrics: CTE Pathway Completion Rate

Effectiveness: While CUSD's overall CTE completion rate saw a slight decrease, the EL had a slight increase and SED increased by 7% and FY increased by 28%. FY also surpassed the desired goal by 20%.EL and SED did not meet their desired goal.  SED and FY rates surpassed the all student rate.

We believe this action was only somewhat effective because of the beginning increase for CTE following the reopening of schools after the pandemic. It will still take some time for our students to learn more about the CTE pathways and complete their pathways. Educational partners stated that the CTE courses are supporting the unique needs of EL to explore their interests, have access to real world hands-on experiences, and exposure to post-secondary options.


Action 1.6
Effectiveness: Somewhat Effective
Metrics: A-G Completion Rate & CTE Career Pathway Completion Rate
Effectiveness: While CUSD's A-G completion rate for all decreased, the FY increased by almost 2%. SED slightly decreased and EL decreased by almost 6%. None of the subgroups or the all student group met the desired goal. While CUSD's overall CTE completion rate saw a slight decrease, the EL had a slight increase and SED increased by 7% and FY increased by 28%. FY also surpassed the desired goal by 20%.EL and SED did not meet their desired goal.  SED and FY rates surpassed the all student rate.

We believe this action was only somewhat effective because the metrics used may not accurately reflect the success of the online college and career planning tool. Educational partners have indicated that there is an ongoing need for this tool to address the unique needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students in exploring their postsecondary education interests.


Action 1.7
Effectiveness: Effective
Metrics: Student Connectedness
Effectiveness: EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals.

We believe this action was effective because of the connections made by our staff and our subgroups. Our staff provided migrant families with resources and support to meet the academic and behavior needs of students.


Action 1.8
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for El and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective because of the opportunity for sites to provide additional supplemental support for students based on the needs of their students. Educational partners stated that the supplemental supports were working based on other quantitative and qualitative measurements developed at the site level by their staff. Due to our data not yielding the desired results, we have held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the necessity of dividing this initiative into two separate actions. One action will enhance academic achievement, while the other will specifically address student mental wellness and connectedness.


Action 1.9
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective based on our local summer school assessment, which indicated a performance growth of 30% or higher in math skills and language acquisition. Additionally, 91.8% of teachers reported that the instructional strategies implemented during summer school helped El,FY, and LI students both during the program and afterwards. Furthermore, 95% of parents rated their student's success as effective or highly effective.


Action 1.10
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective because of the opportunity for additional staff to support areas of need for students. Students were able to access more assistance with their academic needs. Education partners stated that the additional push-in teacher and/or instructional assistant is critical to meet the unique needs of EL, FY, and LI based on their local progress monitoring and in-class observations.


Action 1.11
Effectiveness: Somewhat Effective
Metrics: Graduation Rate

Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was somewhat effective for several reasons. The READ 180 program, used in some courses, has effectively improved students' Lexile levels. AVID has positively impacted our students by boosting their confidence and equipping them with tools and strategies for learning and postsecondary planning. Academic seminars, study skills classes, and support classes in science and math have provided additional support that EL,FY, and LI students wouldn't have received in their core classes. Our College and Career Indicators (CCI) and student evidence folders show that WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) is used schoolwide. Educational partners noted that the support classes offered through this action have helped students address their specific needs, serving as supplementary support for their core classes, and thereby improving their overall academic performance.


Action 1.12
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective because of the opportunity for smaller group instruction to target areas of need for classes. Teachers are able to provide additional support and focus on a smaller number of students. Education partners stated that the reduced class sizes are working to support the unique needs of EL, FY, and LI based on their local progress monitoring and in-class observations.


Action 1.13
Effectiveness: Mostly Effective
Metrics: Chronic Absenteeism Rate & Graduation Rate
Effectiveness: Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals. There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was mostly effective because of the opportunity for El, FY, and LI students and families to have access to extra nursing services to meet their unique needs. Educational partners stated that students at alternative sites has unique needs from comprehensive sites; therefore having staff that can directly support the students' well-being is critical to their success.


Action 1.14
Effectiveness: Somewhat effective
Metrics:  EL Reclassification Rates, Percent of EL Students Scoring Level 3 or 4 on the ELPAC, ELPI

Effectiveness: There was an increase in EL reclassification rates, meeting the desired goal. However, there was a slight decrease in the percentage of EL students scoring at level 3 or 4 on the ELPAC, and a small decline in the ELPI, which did not meet the desired goal.

We believe this action was only somewhat effective because the rate of reclassification does not outpace the number of newcomers entering CUSD over the last two years. We consistently reclassify students at a high rate and have implemented professional development to strategically support school sites and teachers. Education partners stated that continued support for EL students is critical to their language acquisition. The increase in EL reclassification rates can be attributed to the dedicated administrator for EL services who oversees local assessments and develops tailored instructional and curricular materials for EL students. Additionally, the professional development activities, including in-class language support for teachers, have significantly enhanced the quality of instruction for EL students, contributing to their improved performance and reclassification.

Action 1.15
Effectiveness: Mostly Effective
Metrics: Chronic Absenteeism Rate & Graduation Rate
Effectiveness: Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals. There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

The increase in graduation rates can be attributed to the implementation of courses and an online credit recovery program specifically designed to support EL, FY, and LI students. This program increases access to resources for teachers, enhances skill development, and offers targeted intervention strategies, enabling these students to efficiently earn high school credits and stay on track for graduation.

Action 1.16
Effectiveness: Somewhat Effective
Metrics: CTE Pathway Completion Rate
Effectiveness: While CUSD's overall CTE completion rate saw a slight decrease, the EL had a slight increase and SED increased by 7% and FY increased by 28%. FY also surpassed the desired goal by 20%.EL and SED did not meet their desired goal.

We believe this action was only somewhat effective because of the beginning increase for CTE following the reopening of schools after the pandemic. It will still take some time for our students to learn more about the CTE pathways and complete their pathways. Educational partners stated that to support EL students continued implementation of CTE pathways and support for these students will allow to complete their pathways and coursework with options for post-secondary plans.

Action 1.17
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math, Student Connectedness

Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students. Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased. For student connectedness, EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals.

We believe this action was only somewhat effective because of the opportunity for smaller one-on-one support to meet the students' needs. Mentors were able to provide additional support and focus on a smaller number of students. Educational partners stated that to support EL, FY, and LI students students need to have access to adults that provide direct support to ensure that they are connected to activities, resources, and academics at school.


Action 1.18
Effectiveness: Somewhat Effective
Metrics: Student Connectedness & Suspension Rate
Effectiveness: Student Connectedness for EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals. The suspension rate for all students increased, as well as the rate for EL, FY, and LI students.

We believe this action was somewhat effective because of the staff for the Opportunity classes and the relationships they build with students to stay connected at school. Educational partners stated that there needs to be a continued focus on providing services that provide assistance for  EL, FY, and LI students to make positive choices and decrease suspension rates.


Action 1.19
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective because of the opportunity for students with various social-emotional needs to have access to participating in support groups to develop coping skills to manage challenging situations. Educational partners stated that there needs to be a continued focus on social-emotional support to help students be connected and available for their learning.


Action 1.20
Effectiveness: Somewhat effective
Metrics:  EL Reclassification Rates, Percent of EL Students Scoring Level 3 or 4 on the ELPAC, ELPI

Effectiveness: Increase in EL Reclassification Rates and met the desired goal. There was an insignificant decrease in the percentage of EL students scoring a level 3 or 4 on the ELPAC. A slight decrease in ELPI, and it did not meet the desired goal.

We believe this action was only somewhat effective because the rate of reclassification does not outpace the number of newcomers entering CUSD over the last two years. We consistently reclassify students at a high rate and have implemented professional development to strategically support school sites and teachers. Education partners stated that continued support for EL students is critical to their academic success and college and career readiness. The increase in EL reclassification rates can be attributed to Clovis Unified's focused support on academic vocabulary and literacy skills for English Learners, as highlighted by teacher feedback and a comprehensive needs assessment. The targeted summer school programs and professional development for teachers on best practices for language acquisition have provided EL students with accelerated language development, thereby enabling them to make significant progress toward English proficiency and reclassification.


Action 1.21
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate
Effectiveness: Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals.

We believe this action was effective because of the opportunity for LI, FY, and EL students and families to have access to extra nursing services to meet their unique needs. Educational partners stated that there needs to be a continued focus on providing services that provide assistance for  EL, FY, and LI students to maintain daily healthy habits to increase their attendance at school.


Action 1.22
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate & Student Connectedness
Effectiveness: For chronic absenteeism there was a decrease in the rate for all students. There was a decrease in the rate for FY and Homeless students. FY and Homeless students met their goal.  For Student Connectedness FY and Homeless grew by 1%. Additionally FY met their goal.

We believe this action was effective because of the connections made by our staff and FY and Homeless students. Students have access to adults that can provide additional support based on their unique needs. Educational partners stated that to support FY and Homeless students there is a need to continue to have adults who assist with removing barriers for these students.


Action 1.23
Effectiveness: Somewhat effective
Metrics: Graduation Rate

Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was only somewhat effective because counselors provided tiered services through classroom lessons (grades 7-12), individualized student planning, course registration, and responsive services to address individual student needs.Our educational partners stated that to support EL, FY, and LI students, they needed additional time to meet with students to discuss their academic progress, postsecondary plans, and social-emotional needs.

Action 1.24
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate, Student Connectedness, Graduation Rate
Effectiveness: For chronic absenteeism there was a decrease in the rate for all students. There was a decrease in the rate for EL, FY, and LI students. EL, FY, and LI students met their goal.  For student connectedness EL, FY, and LI students grew. Additionally, EL, FY, and LI met their goal. For graduation rates there was a decrease in the overall graduation rate, as well as with EL and LI rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was effective because of our Guidance Instructional Specialists' efforts to have systems in place to connect with students and provide them the necessary referrals to access the resources they need to attend school, stay connected, and be on track to graduate. Students have access to adults that can provide additional support based on their unique needs. Educational partners indicated the identified students would benefit significantly from having adults to keep students connected and be actively involved in their learning.

Action 1.25
Effectiveness: Somewhat Effective
Metrics: Chronic Absenteeism Rate & Suspension Rate
Effectiveness: For chronic absenteeism there was a decrease in the rate for all students. There was a decrease in the rate for EL, FY, and LI students. EL, FY, and LI students met their goal.  Suspension rates for all students increased, as well as the rate for EL, FY, and LI students.

We believe this action was somewhat effective because our students have access to mental health services through Comprehensive Youth Services (CYS) of Fresno. Students have access to adults that can provide additional support based on their unique needs. Educational partners indicated that providing resources to support mental health is needed for EL, FY, and LI students to make better choices in school and to reduce chronic absenteeism.

Action 1.26
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math & Suspension Rate

Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased. The suspension rate for all students increased, as well as the rate for EL, FY, and LI students.

We believe this action was effective because of the tiered systems of support for academic and behavioral needs. Administrative support is provided to ensure staff have access to strategies, curriculum, and tools to ensure students have access to support based on their unique needs. Educational partners indicated the identified students would benefit significantly from a comprehensive MTSS plan because it places EL, FY, and LI students' needs at the core of developing systems of support.


Action 1.27
Effectiveness: Somewhat Effective
Metrics: Suspension Rate & Student Connectedness & Safety
Effectiveness: The suspension rate for all students increased, as well as the rate for EL, FY, and LI students. The student connectedness rate for all students increased, as well as the rate for EL, FY, and LI students. All three subgroups met their desired goal.

Action 1.27
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners and the red suspension indicators on the dashboard at the site level for Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn to support LI students, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Our metrics will be:
Suspension rate for EL, FY, LI Level, and LI Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn

ED partner input for EL, FY, LI Level, and LI at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn to support LI students.


Action 1.28
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective because of the information provided through the use of our database management systems. Teachers are able to provide targeted support for students. Educational partners stated that to support EL, FY, and LI students need feedback and support from teachers to adjust the instruction to meet their needs. Additionally, teachers need an efficient system to record student progress.


Action 1.29
Effectiveness: Somewhat Effective
Metrics: Suspension Rate & Student Connectedness & Safety
Effectiveness: The suspension rate for all students increased, as well as the rate for EL, FY, and LI students. The student connectedness rate for all students increased, as well as the rate for EL, FY, and LI students. All three subgroups met their desired goal.

We believe this action was somewhat effective because of the support provided by our Behavioral Consultation Team to respond to referrals made by the sites to work with students individually, understand their behaviors, and develop targeted plans to help assist students learn how to develop desired behaviors. Educational partners expressed the continued need to support students' social-emotional and behavioral needs so they can access their learning.


Action 1.30
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate & Suspension Rate
Effectiveness: For chronic absenteeism there was a decrease in the rate for all students. There was a decrease in the rate for EL, FY, and LI students. EL, FY, and LI students met their goal.  For suspension, all students increased, as well as the rate for EL, FY, and LI students.

We believe this action was effective because of the outreach and supervision of our Lead Psychologists over our mental health services. Students have access to adults that will provide additional support based on their unique needs. Educational partners overwhelmingly requested social-emotional support services to remove barriers impacting school attendance and to equip their students with resources to make better choices.


Action 1.31
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate & Student Connectedness
Effectiveness: For chronic absenteeism there was a decrease in the rate for all students. There was a decrease in the rate for EL, FY, and LI students. EL, FY, and LI students met their goal.  For student connectedness EL, FY, and LI students grew. Additionally, EL, FY, and LI met their goal.

We believe this action was effective because of the outreach and supervision of our Lead Psychologists over our mental health services. Students have access to adults that can provide additional support based on their unique needs. Educational partners indicated the identified

students would benefit significantly from a comprehensive wellness plan because it places EL, FY, and LI students on a solid footing and removes barriers to learning, allowing the student to make better choices.

Action 1.32
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate & Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: For chronic absenteeism there was a decrease in the rate for all students. There was a decrease in the rate for EL, FY, and LI students. EL, FY, and LI students met their goal.  For student connectedness EL, FY, and LI students grew. Additionally, EL, FY, and LI met their goal.  Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was effective because of the additional support provided by our elementary counselors and teachers on special assignment.  They were able to meet with students ongoing throughout the year and provide educational and social-emotional support based on what the identified students need. Educational partners indicated the identified students would benefit from support at the elementary level to meet their social-emotional issues so they can focus on learning.

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

Action 1.2
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Strengthened Approach:
To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small group instruction. Site Area Administrators will collaborate with the district to ensure the staff is addressing the learning gaps of the EL, FY, and LI students at their site.

We will add the following two metrics to our action:
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

Action 1.3 and 1.4 will be combined to make 1.3 now called Students with IEPs to best reflect the services/items funded through one action.

Action 1.4
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined individual site plans to address the reds at the site level. At the LEA level we will address the red indicators

Action 1.5
This action will be split into action 1.4 (Career Technical Education On-going Operating Costs ) and 1.5 (Career Technical Education Courses) to best reflect the services/items funded through each action.
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our communication with educational partners and professional development for staff.

Strengthened Approach:
To maintain effectiveness throughout the academic year, we will provide education and communication to EL students and families as to what a CTE Completer is required to finish.This would become a regular part of the conversation about CTE that counselors have with students when talking about CTE. Additionally there will be ongoing professional development on the root cause of why students are not CTE Completers. We will revisit the subgroup discrepancies at the CTE Counselor/LD quarterly meetings. Additionally, we will continue to educate all educational partners on the new criteria for Dashboard Completers, which is to complete a Dual Enrollment course outside of the student's pathway.

Action 1.6
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to revisit the most appropriate tool for our EL, FY, and LI students, as well and developing curriculum and professional development for our counselors to utilize the tools with our students.

Strengthened Approach:
Although California Colleges is a free services, CUSD will provide professional development for CUSD counselors to be trained to utilize the California Colleges platform, integrate CCGI tools into counseling lessons, use actionable data to monitor A-G completion and implement best practices to ensure students are informed regarding post-secondary opportunities. Quarterly professional development will be provided to equip CUSD counselors to implement and determine best practices in the utilization of California Colleges to best serve the unique needs

of EL, FY, and LI students.  In addition, this action will provide support to develop the writing of curriculum for Tier 1 lessons that incorporates Xello and California Colleges tools into classroom lessons to serve EL, FY, and LI students during the year and summer.

We will add the following metric to our action:
College and Career Indicator (CCI) for EL, FY, LI and all students


Action 1.7
Due to the input from our educational partners for increased communication with families, additional resources, additional language support for students, and an increase in immigrant student enrollment who need additional supports and the red ELPI indicators on the dashboard at the site level for Boris, Jefferson, Mountain View, Oraze, and Red Bank, CUSD is strengthening their approach by expanding this action to provide more support services for EL students.

Strengthened Approach:
Our data illustrates that we have a need to provide specialized services for our multilingual EL students that supports a whole-student approach starting from enrollment. This specialized approach will provide a point of contact for our immigrant, migrant, and EL families who can support them with communication and with district and community resources through the use of a community liaison. The community liaison would be a part of our English Learner in-take process upon registration, and would provide both inter-district and community resources and supplies for our students and families. Additionally, the liaison's role would include supporting students and families through on-going communication, grade checks/reports, and language support. The addition of the in-take process through this position, will ensure that students are placed in the appropriate classes to ensure the most effective language acquisition for their individual needs. Additionally, we will support our multilingual EL students by providing supplemental language supports to increase their ELPI level as they move toward reclassification.This action would also support more opportunities for professional development for staff around language acquisition and supporting the different typographies of multilingual students within our district. Additionally, it will allow for increased opportunities for supplemental language instruction through additional resources for students who need it the most.

Our new metrics will be:
ELPI LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank
Reclassification Rate LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank
ED partner input LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank


Action 1.8
Due to our data not yielding the desired results, we have held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the necessity of dividing this initiative into two separate actions. One action will enhance academic achievement, while the other will specifically address student mental wellness and connectedness.

Strengthened Approach:
NEW: Action 8 Instructional Supplemental Support for Sites
To enhance academic performance, the Instructional Supplemental Support for Sites action will prioritize increased in-classroom assistance for EL, FY, and LI students during primary instructional sessions in English Language Arts (ELA) and Math. This assistance will encompass instructional assistants, supplemental curriculum, additional support provided by a teacher or support provider, credit retrieval opportunities and supports, additional academic counseling, expanded career counseling or college readiness, instructional assistants, supplemental curriculum, bilingual assistants, supplemental curriculum, and additional language support provided by a teacher or support provider, professional development for teachers and other educational supporters to conferences, resources, and student conferences.
To maintain effectiveness throughout the academic year, we will implement regular check-ins to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students, offering options such as after-school or before-school support as needed. The Red Dashboard 2023: LEA Level Red - Foster Youth Math will be addressed in this action.

We will add the following two metrics to our action:
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

NEW: Action 9 Enrichment Supplemental Support for Sites
We will separate the site supports of social-emotional, behavioral and engagement to better understand and track the effectiveness and impact of the enrichment opportunities for our EL, FY, and LI students. To effectively support EL, FY, and LI students, a multifaceted approach is needed, encompassing enrichment opportunities, parent/guardian involvement initiatives, and tailored support for their unique needs.

We will use the following metrics:
Student Connectedness EL, FY, LI and all students
Educational Partner Input EL, FY, LI and all students


Action 1.9
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our summer school model.

Strengthened Approach:
To maintain effectiveness for summer school there will be improved strategies and services for students. At the elementary level staff will be trained to use research-based strategies (Kevin Clark) to develop language acquisition strategies. At the middle school level, 6th-8th grade students will be immersed in accelerating their reading, writing, oral language, academic vocabulary, study skills, self-determination, and leadership skills. Scholars will engage in interactive team-building activities that focus on developing a comfortable and connected scholarly community, while accelerating language acquisition and providing access to rigorous coursework that is aligned to the content standards. At

the high school level, each of the sites will have a newcomer model to support newcomers with intense instruction for language acquisition. The research-based strategies will benefit all EL, FY, and LI students.

Moreover, to ensure comprehensive evaluation, educational partner feedback will be incorporated as an additional metric. We are adding:

ELA and Math Summer School Local Assessments for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

We are dropping:
SBAC and Local ELA and Math performance


Action 1.10
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Strengthened Approach:
To sustain efficacy throughout the academic year, we intend to institute routine check-ins and fortify our Teacher Grade Level Expectations (TGLE) to evaluate advancement and efficiency for EL, FY, and LI students. Additionally, we will administer targeted professional development sessions for push-in teachers and instructional assistants to adeptly cater to the requirements of our EL, FY, and LI students. Site Area Administrators will engage in collaborative efforts with the district to ensure that staff members are diligently addressing the educational gaps discerned among EL, FY, and LI students at their respective sites.


Action 1.11
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our strategies, professional development, curriculum, and MTSS.

Strengthened Approach:
To ensure sustained effectiveness for EL, FY, and LI students, we we will reinforce the academic and behavioral Multi-Tiered System of Supports (MTSS) processes and leverage Professional Learning Communities (PLCs) to meticulously analyze subgroup data and monitor student progress within intervention courses for EL, FY, and LI students. Furthermore, we will add two additional metrics to measure student growth and college and career readiness.

Metrics we added:
Graduation Rate for EL, FY, LI, and all students
College/Career Indicator (CCI) for EL, FY, LI, and all students

ELA and Math SBAC distance from standard met for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 1.12
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Strengthened Approach:
To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will provide professional development and enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. Decrease in the graduation rate for all students, EL, and SED.


Action 1.13
Due to our data not yielding the desired results for EL students in graduation rates, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our support with EL students.

Strengthened Approach:
To increase graduation rates among EL students, the Healthy Start Coordinator will partner with counselors to assess their needs and progress. They will intensify progress monitoring and consultations to ensure EL students have the necessary resources to stay on the path to graduation.

To capture qualitative data, we will add an additional metric to this action:
Educational Partner Input for EL, FY, LI and all students


Action 1.14
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our secondary ELD model and provide more access for EL students.

Strengthened Approach:

Due to the input from our educational partners for increased support for ELL students and their unique needs, providing EL students with opportunities to explore electives and engage in co-curricular activities, and addressing the reds on the 2023 Dashboard in Math: Clark and Clovis East to support English learners CUSD is strengthening their approach by strengthening this action to provide more support services for EL students at the secondary level. CUSD is revising the ELD pathway model for secondary students to better support the EL students in their core classes, while maintaining English language development and language acquisition to ensure all EL students have access to electives and co-curricular activities which leads to academic success and college and career readiness. The model will consist of ELD teachers continuing to teach ELD courses along with pushing in to support EL students in their core classes. ELD teachers will continue to provide high-quality integrated and
designated ELD to support vocabulary and language development in the ELD class as well as during push-in time for core classes. The EL administrator will oversee the EL program and services districtwide. The administrator will frequently with secondary ELD teachers in a PLC to provide ongoing support, professional development, and curriculum needs. LD teachers will also be provided with supplemental resources to support language acquisition through language focused interventions, online resources, and/or teacher support and coaching around instructional strategiesAt Clark and Clovis East the EL coordinator will provide specific professional developments tailored to the unique needs of their EL students to improve math skills, including progress monitoring and ongoing conversations with the staff to address the needs of the EL students.

We are adding the following metric: ED partner input


Action 1.15
Due to our data not yielding the desired results for EL students in graduation rates, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our support with EL students.

Strengthened Approach:
To enhance graduation rates for EL students, credit recovery class instructors will collaborate with counselors to evaluate their needs and progress. ELD teachers onsite will provide supplementary strategies to support the instructors and the online credit recovery course. Intensified progress monitoring and consultations will ensure EL students have the resources needed to progress toward graduation.

To capture qualitative data, we will add an additional metric to this action:
Educational Partner Input for EL, FY, LI and all students


Action 1.16
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our communication with counselors, students, and parents about the availability.

Strengthened Approach:

The district lead counselor will communicate with lead counselors at each high school to build into their annual student counseling sessions when building their four-year plans to educate students and families about the additional bus routes available for EL students. Students will be identified and provided with additional support to complete their CTE Pathway.


Action 1.17
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen personalizing our support and guidance.

Strengthened Approach:
Mentor services will provide personalized support and guidance to English Learners (EL), Foster Youth (FY), and Low-Income (LI) students at alternative education sites, fostering stronger school connections and academic progress. By offering one-on-one tutoring, goal setting, and emotional support, mentors will help students navigate academic and personal challenges. Additionally, group mentoring sessions allow students to share experiences and build a supportive peer network, contributing to closing the achievement gap and enhancing students' sense of belonging.

We will add the following two metrics to our action:
Student Connectedness for EL, FY, LI and all students
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 1.18
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners we have determined the need to strengthen our support for students through providing the staff with professional development.

Strengthened Approach:
To continue to provide support through Opportunity classes to decrease suspension rates for EL, FY, and LI students, Opportunity class teachers will work closely with the discipline team and progress monitor these students to provide additional support that is beneficial to rehabilitation students from poor choices to making better choices. Additionally, professional development will be provided for the Opportunity teachers to increase their strategies and toolbox for academic, social-emotional, and behavioral support.


Action 1.19
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to increase communication with staff about the unique needs of our EL, FY, and LI students.

Strengthened Approach:
To maintain effectiveness we will boost communication with staff via our CSI Teacher on Special Assignment (TOSA), who will give presentations at sites to educate staff on the needs of EL, FY, and LI students. The TOSA will also share participation data and survey results for these groups. Furthermore, we'll enhance outreach to inform all educational partners about CSI, ensuring access for all students and facilitating referrals.

We've reassessed our metric and determined that state and local ELA and Math assessments, while influenced by CSI supports, aren't the optimal measure of its effectiveness. Consequently, we're shifting our metric to:
Suspension rates for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 1.20
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our support for EL students during the summer with revisiting our research-based strategies.

Strengthened Approach:
Due to the input from our educational partners for increased support for ELL students and their unique needs, providing EL students additional summer based on revisiting the effectiveness of our past strategies and implementing more effective research-based strategies. We will provide professional development to support our summer instructors to utilize these strategies.

We are adding the following metric: ED partner input


Action 1.21
Strengthened Approach:
At Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), and Weldon (EL and LI), nursing staff will:
Collaborate with teachers, registrars and transition counselors to provide additional health support for students with chronic absences.
Utilize the Fresno County Mobile Health Unit to provide additional health services to families that do not have a medical provider.
Provide education to families about the newly released CDPH Symptomatic Student Guidance - When to Keep Your Child Home from School.
Provided health related services at the school site for those without a primary care provider.  For example: See 2 Succeed who provide glasses to students on site and  Big Smiles Dental exams at school.
Provide families without adequate vision insurance with VSP certificates or Lion's Club referrals.
Initiate conversations with student's primary healthcare providers to discuss a student's health needs to attend school.
Sierra Vista Children's Health Center located on site of one of our elementary schools  provides health related services to all CUSD EL, FY, and LI students

Classroom lessons to elementary students on grooming/healthy hygiene habits.
Enhancing relationships with community partners such as Valley Children's Hospital, Fresno State Audiology Department, and local community health providers.
Professional development with teachers and staff on student illness and when  students are able to remain in school.
Participate in conversations regarding attendance concerns, complete SARB reports and provide chronic illness verification forms to take to their healthcare provider.

To capture qualitative data, we will add an additional metric to this action:
Educational Partner Input for EL, FY, LI and all students

Action 1.22
To address the reds on the Dashboard for FY and Homeless Youth on suspension rates:
Each site will conduct monthly academic data reviews for all FY and Homeless Youth and ensure that these students have access to the MTSS behavioral system at sites to reduce behavioral concerns.
To capture more measurements of our effectiveness, the following metric is added:
Educational Partner Input for FY and Homeless students.

Action 1.23
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our support with EL students and a review of the type of metric selected to capture a more accurate picture of the effectiveness of the work with EL, FY, and LI students.

Strengthened Approach:
Counselors will enhance services for EL students to receive more frequent and individualized attention and connection to resources, including helping students identify and nurture specific strengths and interests as well as develop plans for achieving academic and career goals.The College/Career Indicator (CCI) will also be considered as it provides a measurement that represents the percentage of high school graduates who are prepared for college or a career (Advanced Placement Exams, a–g Completion, Career Technical Education Pathway Completion, College Credit Course, JROTC, Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11), State Seal of Biliteracy). The College/Career Indicator provides more information about student preparedness for college and career across measures and students groups, beyond graduation rates.

We will add the following two metrics to our action:
College/Career Indicator (CCI) for EL, FY, LI, and all students
Educational Partner Input for EL, FY, LI and all students

Action 1.24
Strengthened Approach:
In recognition of the unique challenges faced by English learner (EL) students, Clovis Unified's initiative includes specific provisions to address their needs comprehensively. In addition to the general support provided by Guidance Instructional Specialists, EL students will receive tailored attention through individualized progress monitoring and enhanced coordination among Guidance Instructional Specialists, counselors, and teachers.
To capture more measurements of our effectiveness, the following metric is added:

Educational Partner Input for EL, FY, and LI students.


Action 1.25
Strengthened Approach:
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners we have determined the need to strengthen our progress monitoring of our EL, FY, and LI students with their behaviors and tailor our support to meet their social-emotional needs. Additionally, we will develop ongoing meetings with the site administrators and CYS team to revisit the effectiveness of our support throughout the year for students using local progress monitoring metrics. Furthermore, we will include teachers and counselors in the conversations to seek their input on how to adjust our partnership with CYS.

To capture more measurements of our effectiveness, the following metric is added:
Educational Partner Input for FY and Homeless students.


Action 1.26
To maintain effectiveness there will be there will be an increased focus on the reduction of suspension rates for FY and LI students through the following:
Data Analysis: Begin by analyzing suspension data to identify trends and patterns specific to FY and LI students. This analysis can help pinpoint areas for improvement and guide targeted interventions.
Professional Development: Provide training and professional development opportunities for staff, focusing on culturally responsive practices, trauma-informed care, and strategies for supporting students from diverse backgrounds within the MTSS framework.
Resource Allocation: Allocate resources strategically to support the implementation of interventions targeted at reducing suspension rates for FY and LI students. This may include additional staffing, specialized programs, or partnerships with community organizations.
Family and Community Engagement: Involve families and community stakeholders in the development and implementation of strategies to support FY and LI students. Building partnerships with families and community organizations can provide valuable insights and resources.
Monitoring and Evaluation: Establish a system for monitoring the effectiveness of interventions and regularly evaluate progress toward reducing suspension rates for FY and LI students. Adjust strategies as needed based on data and feedback.

Culturally Responsive Practices: Ensure that MTSS for behavior incorporates culturally responsive practices that recognize and respect the diverse backgrounds and experiences of FY and LI students. This may include incorporating culturally relevant curriculum, providing opportunities for student voice and leadership, and addressing systemic inequities.

To capture more measurements of our effectiveness, the following metric is added:
Suspension distance from met for EL, FY, LI and all students
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 1.27
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners and the red suspension indicators on the dashboard at the site level for Boris, Bud Rank, Cedarwood, Garfield, Gettysburg, Mountain View, Red Bank, Weldon, Alta Sierra, Clark, Reyburn, Clovis High, Enterprise to support LI students, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Our metrics will be:
Suspension rate for EL, FY, LI Level, and LI at Boris, Bud Rank, Cedarwood, Garfield, Gettysburg, Mountain View, Red Bank, Weldon, Alta Sierra, Clark, Reyburn, Clovis High, and Enterprise.
ED partner input for EL, FY, LI Level, and LI at Boris, Bud Rank, Cedarwood, Garfield, Gettysburg, Mountain View, Red Bank, Weldon, Alta Sierra, Clark, Reyburn, Clovis High, and Enterprise.


Action 1.28
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Strengthened Approach:
To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small group instruction. Site Area Administrators will collaborate with the district to ensure the staff is addressing the learning gaps of the EL, FY, and LI students at their site.

We will add the following two metrics to our action:
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

Action 1.29
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners we have determined the need to strengthen our systems.

Strengthened Approach:
To maintain effectiveness with our support for students through our BCT, we will refine our referral system, communication system with the site staff, and fading process to ensure EL, FY, and LI receive the most accurate support and as we fade away services for identified students they are still provided proper support to succeed.

We have added the following metrics to this action:
ED partner input for EL, FY, LI, and all students


Action 1.30
Strengthened Approach:
To meet the needs of EL, FY, and LI students, mental health support providers will be provided at each comprehensive high school and  play a vital role in promoting positive behavior and reducing suspension rates among EL, FY, and LI students by offering early intervention, individualized support, crisis intervention, collaboration with school staff, family engagement, and access to community resources. By addressing the root causes of behavioral issues and fostering a supportive school environment, they will help create a pathway to success for all students.

To capture more measurements of our effectiveness, the following metric is added:
Educational Partner Input for FY and Homeless students.


Action 1.31
To capture more measurements of our effectiveness, the following metric is added:
Educational Partner Input for FY and Homeless students.


Action 1.32
To capture more measurements of our effectiveness, the following metric is added:

ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

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 | Operate with Increasing Efficiency and Effectiveness |

### Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Suspension Rate | 2.7%<br>Data Year: 2019-20<br>Data Source: DataQuest | All: .5%<br>2020-2021<br>EL: .5%<br>SED: .7%<br>FY: 4.2%<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | All: 3.9%<br><br>EL: 3.2%<br>SED: 5.5%<br>FY: 16.5%<br><br>Data Year: 2021-22<br>Data Source: DataQuest | All: 4.7%<br><br>EL: 4.3%<br>SED: 6.7%<br>FY: 22.8%<br><br>Data Year: 2022-23<br>Data Source: DataQuest | All: 2.3%<br><br>EL: 2.3%<br>SED: 2.3%<br>FY: 3%<br><br>Data Year: 2022-2023<br>Data Source: DataQuest |
| Chronic Absenteeism | 8%<br>Data Year: 2018-19<br>Data Source: DataQuest | All: 9.9%<br><br>EL: 11.4%<br>SED: 13.7%<br>FY: 32.8%<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | All: 25.3%<br><br>EL: 25.9%<br>SED: 33.2%<br>FY: 40.2%<br><br>Data Year: 2021-22<br>Data Source: DataQuest | All: 17.2%<br><br>EL: 16.9%<br>SED: 22.8%<br>FY: 28.4%<br><br>Data Year: 2022-23<br>Data Source: DataQuest | All: 20%<br><br>EL: 20%<br>SED: 23%<br>FY: 30%<br><br>Data Year: 2022-2023<br>Data Source: DataQuest |
| Expulsion Rate | .04%<br>Data Year: 2019-20 | All: .01% | All: .1% | All: .1% | All: .03% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | Data Source: DataQuest | EL:.01%<br>SED: .01%<br>FY: .6%<br><br>Data Year: 2020-2021<br>Data Source: DataQuest | EL:0%<br>SED: .1%<br>FY: 0%<br><br>Data Year: 2021-22<br>Data Source: DataQuest | EL: .1%<br>SED: .2%<br>EL: .1%<br><br>Data Year: 2022-23<br>Data Source: DataQuest | EL: .03%<br>SED: .03%<br>FY: .4%<br><br>Data Year: 2022-2023<br>Data Source: DataQuest |
| Parent Overall Connectedness to School | 70%<br>Data Year: 2020-21<br>Data Source: SART Survey (Attended a school meeting) | 81%<br><br>Data Year: 2021-2022<br>Data Source: SART Survey (Attended a school meeting) | 85%<br><br>Data Year: 2022-23<br>Data Source: SART Survey (Attended a school meeting) | 87%<br><br>Data Year: 2022-23<br>Data Source: SART Survey | 88%<br><br>Data Year: 2023-24<br>Data Source: SART Survey (Attended a school meeting) |
| Parent Overall Safety Satisfaction | 81%<br>Data Year: 2020-21<br>Data Source: SART Survey | 87%<br><br>Data Year: 2021-2022<br>Data Source: SART Survey | 88%<br><br>Data Year: 2022-23<br>Data Source: SART Survey | 85%<br><br>Data Year: 2022-23<br>Data Source: SART Survey | All: 90%<br><br><br>Data Year: 2023-24<br>Data Source:SART Survey |
| Staff Overall Safety Satisfaction | 87.4%<br>Data Year: 2020-21<br>Data Source: Climate Assessment | 82%<br><br>Data Year: 2021-2022<br>Data Source: Climate Assessment | 79%<br><br>Data Year: 2022-2023<br>Data Source: Climate Assessment | 87%<br><br>Data Year: 2022-23<br>Data Source: SART Survey | All: 92%<br><br>Data Year: 2023-24<br>Data Source: Climate Assessment |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Overall Safety Satisfaction | 84%<br>Data Year: 2020-21<br>Data Source:<br>LCAP Student Survey | All: 89%<br><br>EL: 94%<br>SED: 89 %<br>FY: 89%<br><br>Data Year: 2021-2022<br>Data Source: LCAP Student Survey | All: 89%<br><br>EL: 93%<br>SED: 89 %<br>FY: 89%<br><br>Data Year: 2022-23<br>Data Source: LCAP Student Survey | All: 73%<br>EL: 78%<br>SED: 73%<br>FY: 72%<br><br>Data Year: 23-24<br>Data Source: LCAP Student Survey | All: 90%<br>EL: 95%<br>SED: 90%<br>FY: 90%<br><br>Data Year: 2023-2024<br>Data Source:<br>LCAP Student Survey |
| Student Overall Connectedness to School | 66%<br>Data Year: 2020-21<br>Data Source:<br>LCAP Student Survey<br>(Participation) | All: 71%<br><br>EL: 47%<br>SED: 60%<br>FY: 60%<br><br>Data Year: 2021-2022<br>Data Source: LCAP Student Survey<br>(Participation) | All: 68%<br><br>EL: 77%<br>SED: 68%<br>FY: 68%<br><br>Data Year: 2022-23<br>Data Source: LCAP Student Survey<br>(Participation) | All: 69%<br><br>EL: 78%<br>SED: 70%<br>FY: 69%<br><br>Data Year: 2023-234Data Source: LCAP Student Survey<br>(Participation) | All: 75%<br><br>EL: 60%<br>SED: 65%<br>FY: 65%<br><br>Data Year: 2023-2024<br>Data Source:<br>LCAP Student Survey<br>(Participation) |
| Access to Broad Course of Study as Measured by Review of Teacher and/or Master Schedule | 100%<br>Data Year: 2020-21<br>Data Source:<br>Dashboard | 100%<br><br>Data Year: 2021-2022<br>Source: Dashboard | 100%<br><br>Data Year: 2022-23<br>Source: Dashboard | 100%<br><br>Data Year: 2023-24<br>Source: Dashboard | 100%<br><br>Data Year:<br>2023-2024<br>Source:<br>Dashboard |
| Seek parent input & promote parental participation in programs for unduplicated students | Initial Implementation<br>Data Year: 2020-21<br>Data Source:<br>Dashboard | Initial Implementation<br><br>Data Year: 2021-2022<br>Data Source:<br>Dashboard | Full Implementation<br><br>Data Year: 2022-23<br>Data Source:<br>Dashboard | Full Implementation<br><br>Data Year: 2023-24<br>Source: Dashboard | Full Implementation<br><br>Data Year:<br>2023-2024<br>Data Source: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and students with exceptional needs | | | | | Dashboard |
| Staff Connectedness to School | 82%<br>Data Year: 2020-21<br>Data Source: Climate Assessment | 79%<br><br>Data Year: 2021-2022<br>Data Source: Climate Assessment | 85%<br><br>Data Year: 2022-2023<br>Data Source: Climate Assessment | TBA Spring 24 | All: 88%<br><br>Data Year: 2023-24<br>Data Source: Climate Assessment |
| Attendance Rate | 95%<br>Data Year: 2019-20<br>Data Source: Local Data | 96.6%<br>*Disaggregated data by subgroup was not available.<br>Data Year: 2020-2021<br>Data Source: Local Data | 92.4%<br>*Disaggregated data by subgroup was not available.<br>Data Year: 2021-2022<br>Data Source: Local Data | 93.9%<br>*Disaggregated data by subgroup was not available.<br>Data Year: 2022-2023<br>Data Source: Local Data | 97%<br>Data Year:2023-2024<br>Data Source: Local Data |

## *Goal Analysis*

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

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

Action 1: The custodial and grounds services action was fully implemented this year. This action provided personnel and resources to maintain the grounds on CUSD campuses.

Action 2: The maintenance and repair of school facilities action was fully implemented this year. This action provided maintenance personnel and materials required to conduct repairs.

Action 3: The student health center action was fully implemented this school year. This action supported FY, LI, and EL students with increased access to medical services that may not be available elsewhere.

Action 4: The aligned instructional materials and supplies action was fully implemented this year. This action provided core materials to meet Williams Act requirements, which helped support increased student achievement.

Action 5: The supplemental resources action was fully implemented this year. This action provided FY, LI, and EL students with access to i-Ready in Math and ELA. i-Ready is a diagnostic tool that offers students lessons that are custom-built for their identified needs.

Action 6: The supplemental oral and written translation services action was fully implemented this year. This action provided non-English-speaking parents with written and oral translations to ensure that they are connected to the school and its programs and services.

Action 7: The increased access to technology action was fully implemented this year. This action provided adequate access to technology for LI, FY, and LI students.

Action 8: The VAPA equipment action was fully implemented this year. This action provided adequate access to VAPA equipment for LI, FY, and LI students.

Action 9: The increase connection points action was fully implemented this year. This action provided increase connection points to school that enhance student engagement by reducing or eliminating student attendance charges at school events for foster youth, homeless, low-income, and English learners.

Action 10: The Transition Team Student Relations Liaisons and Instructional Assistants action was implemented this year. There was the addition of IAs to support the students with their needs to increase connectedness to school with academics and co-curricular activities. The increase in staff with IAs allowed for more connections with students to connect them with school and resources. This action provided Student Relation Liaisons (SRLs) and Instructional Assistants (IAs) assigned to each of the high school area Transition Teams.

Action 11: The Transitions Directors action was implemented this year to provide oversight to the Transition Teams and provide EL, FY, and LI students with support and access to increase student achievement.

Action 12: The Transitions Counselors action was fully implemented this year. This action provided Transition Counselors who will ensure students were connected to the correct classes, academic interventions, and resources.

Action 13: The Transitions Learning Directors action was fully implemented this year. This action provided one Transition Learning Director for each comprehensive secondary site to oversee deployment of personnel and programs intended to improve school connectedness and student achievement.

Action 14: The Professional Development for Diversity action was fully implemented this year. This action provided an administrator to support equitable and engaging classrooms and assist in planning and providing student success conferences, which are conferences geared towards the needs of diverse students.

Overall Successes:
Improved Campus Maintenance: The full implementation of custodial and grounds services, as well as maintenance and repair of school facilities, ensured that CUSD campuses were well-maintained and conducive to learning, contributing to a positive and safe learning environment for students.

Enhanced Student Health Services: The establishment of student health centers provided FY, LI, and EL students with increased access to medical services, addressing health barriers that may hinder attendance and ultimately leading to improved attendance rates.
Increased Parent Involvement: The implementation of supplemental oral and written translation services facilitated better communication between non-English-speaking parents and schools, likely leading to increased parent involvement and engagement in their child's education.

Overall Challenges:
Sustaining Professional Development Initiatives: While professional development for diversity was fully implemented, sustaining these efforts and ensuring ongoing support for equitable and engaging classrooms may require continued investment and resources.
Monitoring and Evaluation: While actions were implemented, ongoing monitoring and evaluation are essential to assess the effectiveness of these initiatives in achieving their intended outcomes and addressing the needs of FY, LI, and EL students effectively.

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

Action 2.3: Annually 3% of total General Fund expenditures is contributed to support the Routine Restricte Maintenance program. As General Fund expenditures increased addidtional funds were allocated to support much needed maintenance projects throughout the district.

Action 2.3: An increased amount of students are being served at the children's health center at Sierra Vista Elementary.

Action 2.5:Funds from the general textbook account were transferred to this action to support additional needs specifically for the unduplicated pupil population.

Action 2.7: An increased amount of devices for EL, FY, and LI students.

Action 2.8: The action increased one-time due to orders placed for musical instruments during the 2022-23 fiscal year that were not received until the 2023-24 fiscal year.

Action 2.9: The action increased on a one-time basis to allow areas to increase engagement with elementary aged students.

Action 2.1
Effectiveness: Effective
Metrics: Facilities Maintained, Implementation of state board adopted academic content and performance standards
Effectiveness: Our facilities are maintained and we are fully implementing our adopted standards.

We believe this action was effective because it provided our students and staff with positive results related to:
Safety and cleanliness
Positive school climate
Support for student engagement
Resource allocation
Community perception
Environmental impact

Additionally, educational partners indicated that having the best environment for our students allows them to have access to resources that will allow them to succeed.


Action 2.2
Effectiveness: Mostly Effective
Metrics: Graduation Rate
Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was mostly effective because it provided our students and staff with positive results related to:
Safety and health
Comfort and accessibility
Positive learning environment
Reduced disruptions
Teacher morale and effectiveness
Community perception and support

Additionally, educational partners indicated that having the best environment for our students allows them to have access to resources that will allow them to succeed.


Action 2.3
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate

Effectiveness: Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals

We believe this action was effective because of the services FY, EL, and LI students receive from the health center. It allows their health needs to be met so they can attend school. Educational partners stated that to support EL, FY, and LI students providing students with increased health services positively influences their overall well-being.


Action 2.4
Effectiveness: Effective
Metrics: Access to standards aligned curriculum
Effectiveness: We have provided 100% access to standards aligned curriculum for our students.

We believe this action was mostly effective because it provided our students and staff with positive results related to:
Consistency and coherence
Standards alignment
Differentiation and accessibility
Professional development for staff
Efficiency and resource management
Assessment and accountability

Additionally, educational partners indicated that having the best resources and curriculum for our students allows them to have will allow them to succeed.


Action 2.5
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was only somewhat effective because of the opportunity for smaller group instruction to target areas of need for classes. Teachers are able to provide additional support and focus on Education partners stated that the reduced class sizes are working to support the unique needs of EL, FY, and LI based on their local progress monitoring and in-class observations.


Action 2.6
Effectiveness: Effective
Metrics: Parent Involvement and Feedback

Effectiveness: We have continued to have parents participate at our site and district-wide events.

We believe this action was effective because of the access to information for parents through written and oral translations. Educational partners stated that they appreciate the continued support of removing barriers to allow them to increase their engagement with school events and activities.


Action 2.7
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students. Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was only somewhat effective because of the availability of devices for students who need a device to support their learning. Educational partners shared that removing technology barriers can positively impact student success.


Action 2.8
Effectiveness: Effective
Metrics: Student Connectedness & Chronic Absenteeism
Effectiveness: EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals. Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals

We believe this action was effective because of the connections made by our staff and our subgroups. Students enjoy participating in visual and performing arts and continue to attend school for these co-curricular activities. Educational partners stated that to support EL, FY, and LI students providing students access to visual and performing arts allows students to develop their talents and stay connected to school.


Action 2.9
Effectiveness: Effective
Metrics: Chronic Absenteeism Rate
Effectiveness: Decrease in the rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals

We believe this action was effective because of the connections made by our staff and our subgroups. Students and families appreciate the opportunities to participate in activities, attend events, have access to support, and attend parent engagement nights. Educational partners stated that to support EL, FY, and LI students providing students and parents access to these opportunities encourages students to attend school.

Action 2.10
Effectiveness: Effective
Metrics: Student Connectedness
Effectiveness: EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals.

We believe this action was effective because of the connections made by our staff and our subgroups. Students have access to adults that can provide additional support based on their unique needs. Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the Transition Programs to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging.


Action 2.11
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math, Chronic Absenteeism
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased. Decrease in the chronic absenteeism rate for all students. Decrease in the rate for EL, FY, and LI students. All three subgroups met their goals.

We believe this action was effective because of the connections made by our staff and our subgroups. Students have access to adults that can provide additional support based on their unique needs. Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the Transition Programs to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging. The assignment of Transition Directors in Clovis Unified to support low-income, foster youth, homeless, and English learner students during their matriculation between grade spans is expected to enhance ELA and math achievement and overall connectedness. By ensuring these students are connected to a caring adult who provides deliberate guidance, advocacy, and resources, the initiative addresses their unique needs, promotes academic intervention, and encourages involvement in co-curricular activities, thereby fostering a supportive environment that enhances their academic performance and sense of belonging.


Action 2.12
Effectiveness: Somewhat effective
Metrics: Graduation Rate
Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal.

We believe this action was only somewhat effective because Transition Counselors conducted frequent check-ins with EL, FY, and LI students to meet their needs and provided proper support. Our educational partners stated that to support EL, FY, and LI students, Transition Counselors needed additional time to meet with students to discuss their academic progress, postsecondary plans, and social-emotional needs.

Action 2.13
Effectiveness: Effective
Metrics: Student Connectedness
Effectiveness: EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals.

Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was effective because of the connections made by our staff and our subgroups. Students have access to adults that can provide additional support based on their unique needs. Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the Transition Programs to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging.

Action 2.14
Effectiveness: Effective
Metrics: Student Connectedness
Effectiveness: EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase with all three groups. Additionally, all three groups met their desired goals

We believe this action was effective because of our students received opportunities to be exposed to opportunities, lessons, and speakers that made connections with their diverse backgrounds.  Educational partners stated that it is critical to develop school environments where students feel accepted and respect differences in backgrounds.

Action 2.3
To capture qualitative data, we will add an additional metric to this action:
Educational Partner Input for EL, FY, LI and all students


Action 2.5
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to review the effectiveness of our supplemental resources and reduce some of our expenditures with platforms that are not highly used by our sites.

Strengthened Approach:

To meet the diverse academic needs of EL, FY, and LI students, Clovis Unified will provide supplemental resources and progress monitoring tools to ensure identified students have access to rigorous standards-aligned curriculum. These additional progress monitoring tools will assist EL, FY, and LI students with the following:

Addressing Diverse Learning Needs: Supplemental resources will cater to different learning styles, abilities, and interests. They provide alternative explanations, examples, and practice activities that help students grasp challenging concepts or reinforce learning in a variety of ways.
Differentiation: Teachers will use supplemental resources to differentiate instruction and meet the individual needs of students. For example, advanced students may benefit from extension activities or enrichment materials, while struggling students can access remedial resources to fill gaps in understanding.
Enrichment and Extension: Supplemental resources will provide opportunities that challenge and engage students at higher levels of thinking.
Engagement and Motivation: Interactive and engaging supplemental resources, such as educational games, multimedia presentations, or hands-on activities, can spark students' interest and motivation in learning. They make learning more enjoyable and help maintain student engagement over time.
Supporting ELs: Supplemental resources specifically designed for ELs will provide additional scaffolding, visual supports, and simplified language to make content more accessible.
Formative Assessment: Some supplemental resources include formative assessment tools that allow teachers to gauge student understanding in real-time. These assessments provide valuable feedback that informs instructional decisions and helps teachers adjust their teaching strategies as needed.
Flexibility: Supplemental resources offer flexibility in terms of when, where, and how they are used. They can be integrated into lesson plans, used for homework assignments, or provided as independent study materials, giving students opportunities for self-directed learning.

We will add the following two metrics to our action:
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

Action 2.7
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined that a different metric should be used to provide us with a more accurate measure of our effectiveness with this action.

Strengthened Approach:
Clovis Unified will increase communication with our EL, FY, and LI families about the availability of devices available for their students that will support and enhance their learning experiences. This action will be measured on the following two metrics:
ELA and Math SBAC distance from standard for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 2.8
To capture qualitative data, we will add an additional metric to this action:
Educational Partner Input for EL, FY, LI and all students


Action 2.9
To capture more data, we added more metrics to this action:
Student Connectedness for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 2.10
To capture more measurements of our effectiveness, the following metrics are being added to this action:
Chronic Absenteeism for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students


Action 2.11
Following a thorough assessment of metrics and input from educational collaborators, CUSD has concluded that graduation rates, rather than SBAC ELA and Math assessments, are a more suitable gauge of the success of this initiative. Moreover, to ensure comprehensive evaluation, educational partner feedback will be incorporated as an additional metric. We are adding:

Graduation Rate for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

We are dropping:
SBAC and Local ELA and Math performance


Action 2.12
We will add the following metric to our action:
Educational Partner Input for EL, FY, LI and all students


Action 2.13
Following a thorough assessment of metrics and input from educational collaborators, CUSD has concluded that graduation rates, rather than SBAC ELA and Math assessments, are a more suitable gauge of the success of this initiative. Moreover, to ensure comprehensive evaluation, educational partner feedback will be incorporated as an additional metric. We are adding:

Graduation Rate for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

We are dropping:
SBAC and Local ELA and Math performance


2.14
To capture qualitative data, we will add an additional metric to this action:
Educational Partner Input for EL, FY, LI and all students


**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** | Hire, Develop, Sustain, and Value a High-Quality, Diverse Workforce |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Appropriately Assigned and Fully Credentialed Teachers | 0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard | 0% Misassignments 0% Vacancies Data Year: 2021-2022 Data Source: Dashboard | 0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: Dashboard | 5% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard | 0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard |
| Provide Professional Development | 100% of certificated teachers attended professional development Data Year: 2020-21 Data Source: Local Data | 100% of certificated teachers attended Data Year: 2021-2022 Data Source: Local Data | 100% of certificated teachers attended Data Year: 2022-23 Data Source: Dashboard | 100% of certificated teachers attended Data Year: 2023-24 Data Source: Dashboard | 100% Data Year: 2023-24 Data Source: Local Data |
| Implement CA Content Standards Via Walk Through and Formal Teacher Observations | 100% Data Year: 2020-21 Data Source: Local Data | 100% Data Year: 2021-2022 Data Source: Local Data | 100% Data Year: 2022-23 Data Source: Dashboard | 100% Data Year: 2023-24 Data Source: Dashboard | 100% Data Year: 2023-24 Data Source: Local Data |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Access to Standards-Aligned Instructional Materials | 100%<br>Data Year: 2020-21<br>Data Source:<br>Williams Act | 100%<br><br>Data Year: 2021-2022<br>Data Source: Williams Act | 100%<br><br>Data Year: 2022-23<br>Data Source: Williams Act | 100%<br><br>Data Year: 2023-24<br>Data Source: Williams Act | 100%<br><br>Data Year:<br>2023-2024<br>Data Source: Williams Act |
| Implementation of Standards for All Students and Enable Els Access to CCSS and ELD Standards | Full Implementation<br>Data Year: 2020-21<br>Data Source:<br>Dashboard | Full Implementation<br><br>Data Year: 2021-2022<br>Data Source:<br>Dashboard | Full Implementation<br><br>Data Year: 2022-23<br>Data Source:<br>Dashboard | Full Implementation and Sustainability<br><br>Data Year: 2023-24<br>Data Source:<br>Dashboard | Full Implementation and Sustainability<br><br>Data Year:<br>2023-2024<br>Data Source:<br>Dashboard |
| Facilities Maintained in Good Repair | 100%<br>Data Year: 2020-21<br>Data Source:<br>Dashboard | 100%<br><br>Data Year: 2021-2022<br>Data Source:<br>Dashboard | 100%<br><br>Data Year: 2022-23<br>Data Source:<br>Dashboard | 100%<br><br>Data Year: 2023-24<br>Data Source:<br>Dashboard | 100%<br><br>Data Year:<br>2023-2024<br>Data Source:<br>Dashboard |

## *Goal Analysis*

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

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

The actions outlined in Goal 3: Hire, Develop Sustain, and Value a High-Quality, Diverse Workforce supports the progress in meeting the Goal to ensure that all students have access to standards-aligned curriculum, that the standards are fully implemented in the classroom, that professional development is offered to all teachers, and that teachers are appropriately assigned and fully credentialed.

Action 1: The on-going operating costs action was fully implemented this year. This action provided all resources and personnel to operate the school district with increasing efficiency and effectiveness. This action supports increased student achievement.

Action 2: The professional development action was fully implemented this year. This action provided professional development to teachers and staff around AVID strategies and teaching the content standards.

Overall Successes:
Efficient Operation of the School District: The full implementation of ongoing operating costs ensured that all necessary resources and personnel were available to operate the school district effectively, ultimately supporting increased student achievement.
Effective Professional Development: The implementation of professional development around AVID strategies and teaching content standards provided teachers and staff with valuable training, likely leading to improved teaching practices and increased academic achievement for FY, LI, and EL students.
Overall Challenges:
Sustainability of Operating Costs: While ongoing operating costs were fully implemented, ensuring long-term sustainability and continued allocation of resources to support the operation of the school district may present challenges in the future.
Diverse Workforce Development: While professional development was provided, sustaining efforts to hire, develop, sustain, and value a high-quality, diverse workforce may require ongoing investment and resources to address recruitment and retention challenges.

Note ( Discuss via Zoom) - This is Great!
Metrics: Graduation Rate
Effectiveness: There was a decrease in the overall graduation rate, as well as with EL and SED rates. However, at the end of year 3, graduation rates for LI students met the desired goal of 93.2%. FY experienced a 6.2% percent increase and met the desired goal

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

Action 3.2: The expansion of this action allowed for the District to train staff an onboard several elementary schools as AVID schools. An increased amount of professional development sessions were provided to teachers in an effort to close the achievement gap.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1
Effectiveness: Effective
Metrics: Facilities Maintained, Implementation of state board adopted academic content and performance standards
Effectiveness: Our facilities are maintained and we are fully implementing our adopted standards.

We believe this action was mostly effective because it provided our students with opportunities to through funding of the following on-going costs.
operational expenses
instructional supplies
adult education
utility costs
transportation services
custodial services
induction
teachers
administration
clerical support
salaries
statutory and benefits
existing intervention services
co- curricular programs


Action 3.2
Effectiveness: Somewhat Effective
Metrics: Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
Effectiveness: Increase in SED students' Smarter Balanced Math. Clovis saw a slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY. The ELA Local Benchmark remained the same for ELs, and a slight decrease was experienced for SED and FY students.  Math Local Benchmarks EL data remained the same, and SED and FY data slightly decreased.

We believe this action was somewhat effective because of the opportunity for staff to be trained on the most effective and latest strategies to support students' academic, social-emotional, and behavioral needs. Educational partners stated that to support EL, FY, and LI students educators should have knowledge of the most effective strategies to impact students.

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

Action 3.2
Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our Tier 1 and Tier 2 systems.

Strengthened Approach:
Clovis Unified is revisiting our essential standards districtwide for TK-12. Additionally, we are revisiting our curriculum maps, common assessments, and local benchmarks. We will be providing ongoing professional development tailored to the needs of EL, FY, and LI. Additionally, to maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction.

Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site.

We will add the following two metrics to our action:
ELA and Math SBAC distance from distance met for EL, FY, LI and all students
Educational Partner Input for EL, FY, LI and all students

**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.**

# *Instructions*

*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](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

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.

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

- 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.

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.
- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.
- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# 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 |
|---|---|---|
| Clovis Unified School District | Corrine Folmer, Ed.D.<br>Superintendent | corrinefolmer@cusd.com<br>559--327-9000 |

# Plan Summary [2024-25]

## General Information

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

Clovis Unified School District (CUSD) became a school district upon unification in 1960 with just over 5,037 students attending in the 1960-61 school year. Today CUSD is a district of more than 41,000 students and 6,000 employees covering an attendance area of 198 square miles of the San Joaquin Valley. The district boundaries include most of Clovis, 20% of Fresno and a small portion of unincorporated Fresno County. CUSD comprises five high schools, five intermediate schools, 34 elementary schools, four alternative education schools, one adult school, one online charter school, the Center for Advanced Research and Technology (CART), and one outdoor and environmental education school. CUSD enrollment comprises of:

- 39.9% Hispanic
- 33.9% White

- 15.7% Asian
- 3.7% Two or More Races
- 3.3% African American
- 2.3% Filipino
- 0.6% American Indian
- 0.3% Pacific Islander

- 47.3% Socio-economically disadvantaged (SED)
- 9.3% Students with Disabilities (SWD)
- 4.7% English Learners (EL), 0.6% Long Term English Learners (LTEL)
- 0.5% Foster Youth (FY)
- 0.1% Homeless

Clovis Unified recognizes that there is an increased need for academic, social-emotional, and behavioral support. Our 2024-2027 LCAP was revised with these needs in mind. CUSD strives to be America's benchmark for excellence in education. Our mission puts action to this vision. Our efforts should be focused on the creation of a quality educational system that meets the academic, physical, and social needs of our students and inspires them to greater success. Our mission is, "To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit." In the words of CUSD's founding Superintendent Doc Floyd B. Buchanan, "Our philosophy is very simple: A fair break for every kid." In Clovis we know that every child can learn and that we can teach and meet the educational needs of ALL children.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Clovis has three school sites receiving Equity Multiplier Funds: Clovis Community Day Elementary ($50,000), Clovis Community Day Secondary ($219,996), and Gateway High Continuation ($481,043).

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Clovis Unified worked continuously over the past year to implement our three-year plan that is aligned to our district's strategic plan. The goals, actions, services, and expenditures outlined in our LCAP address the state and local priorities and are a result of our educational partners' needs and feedback. District and site educational partner meetings were held to communicate with our community and to gather feedback. Surveys were also another medium of gathering feedback from students, parents, and staff.

Looking historically at our data, we have made progress in several areas and with our identified students as evidenced by our metrics. A review of the local data and the California School Dashboard reveals much success within Clovis Unified under all three of our LCAP goals.

Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
- Increase in SED students' Smarter Balanced Math.

EL Reclassification Rates, Percent of EL Students Scoring Level 3 or 4 on the ELPAC, ELPI
- Increase in EL Reclassification Rates and Els meeting the desired goal.

CTE Pathway Completion Rate
- The EL rate had a slight increase, SED increased by 7%, and FY increased by 28%. FY also surpassed its desired goal by 20%. SED and FY rates surpassed the all-student rate.

A-G Completion Rate & CTE Career Pathway Completion Rate
- FY increased by almost 2%.

Graduation Rate
- Increase in the FY rate. SED met their desired goal.

Student Connectedness
- EL grew by 1%, SED grew by 2%, and FY grew by 1%. There was a slight increase in all three groups. Additionally, all three groups met their desired goals.

Chronic Absenteeism Rate
- Decrease in the rate for all students, EL, FY, and LI students. All three subgroups met their goals.

Our students remain academically engaged in school and completing school as indicated by the following measurements:
- Middle school dropout rates continue to remain at 0%
- High school dropout rates decreased by 0.5%
- AP passage rate increased by 2%

We continue to provide 100% access to a broad course of study, seek parent input, and promote parental participation in programs for unduplicated students and students with exceptional needs. We continue to succeed with building a high-quality workforce as indicated by the following measurements on the dashboard:
- Zero misassignments or vacancies
- 100% of teachers attended professional development during the school year
- 100% of the classrooms implemented the content standards
- 100% of the students had access to standards-aligned instructional materials
- 100% of facilities are maintained in good repair

Clovis Unified plans to maintain and build upon our success. As we reevaluate our actions and services and the feedback from our educational partners, we are committed to continuing with actions and services that yield positive quantitative and qualitative results.

This past school year was met with some challenges. Our staff worked to meet the individual needs of our students. We witnessed the impact of the academic, social-emotional, and behavioral challenges on our students' performance and achievements. Looking at our data, we have identified the following significant areas of need:

Local Benchmark ELA & Math (iready) & Smarter Balanced ELA & Math
- Slight decrease in Smarter Balanced ELA for EL and SED students and a more drastic decrease for FY.

EL Reclassification Rates, Percent of EL Students Scoring Level 3 or 4 on the ELPAC, ELPI
- There was a slight decrease in ELPI, and Els did not meet their desired goal.

CTE Pathway Completion Rate
- Overall, the CTE completion rate saw a slight decrease.

A-G Completion Rate & CTE Career Pathway Completion Rate
- SED slightly decreased, and EL decreased by almost 6%.

Graduation Rate
- Slight decrease in the graduation rate for all students, EL and SED.

Suspension Rate
- The suspension rate for all students increased, as did the rate for EL, FY, and LI students.

Reds on the Dashboard
- Refer to California Dashboard for Clovis Unified

Clovis Unified encountered notable hurdles in academic advancement, English language proficiency among our English Learners, and elevated suspension rates. Furthermore, both at the district and site levels, we observed several student subgroups performing below expectations, as indicated on the California Dashboard. In response, we have engaged in a thorough reassessment of our objectives and strategies alongside our educational collaborators. Those initiatives that failed to yield progress have undergone substantial refinement, underscoring our unwavering dedication to bolstering support for our students and their families in alignment with the directives of our educational partners.

We have specific actions that are dedicated to supporting student groups that are in the red on the Dashboard. Each site conducted thorough needs assessments to determine the support necessary for the upcoming year to best serve their students with their unique needs. Additionally, our district is launching an initiative where we will be revisiting our academic Multi-tiered Systems of Support (MTSS) through an analysis of our essential standards, pacing guides, common formative assessments, and progress monitoring to best support our students and provide informed instruction and intensive intervention. We are also strengthening our behavioral MTSS by strengthening our current systems, such as PBIS, CSI, Transitions, and BCT. We will continue to work closely with our educational partners to ensure our students' social-emotional and behavioral needs are met so they can access their learning.

REDS AT THE LEA LEVEL BY SUBGROUP, INDICATOR, GOAL/ACTION
Foster Youth, Math, G1A8
Foster Youth, Suspension, G1A23
Homeless Youth, Suspension, G1A23
SWD Math, G1A3
SWD, Graduation, G1A3
SWD, Suspension, G1A3
African American, Suspension, G2A14

REDS AT THE SITE LEVEL BY SCHOOL, INDICATOR, GOAL/ACTION
Boris, ELPI, G1A7
Boris, Suspension, G2A15
Jefferson, ELPI, G1A7
Mountain View, ELPI, G1A7
Oraze, ELPI, G1A7
Red Bank, ELPI, G1A7
Weldon, Chronic Absenteeism, G2A18
Clark, Suspension, G2A16
CCDS Secondary, Chronic Absenteeism, G5A1-G5A3
CCDS Secondary, Suspension, G5A1-G5A3
Enterprise, Chronic Absenteeism, G2A18
Gateway, ELA, G4A1-G4A3
Gateway, Math, G4A1-G4A3
Gateway, CCI, G4A1-G4A3
Gateway, Suspension, G5A1-G5A3
Gettysburg, Suspension, G2A15

REDS AT THE SITE LEVEL BY SITE, SUBGROUP, INDICATOR, GOAL/ACTION
Alta Sierra, African American, Chronic Absenteeism, G2A18
Alta Sierra, African American, Suspension, G2A16
Alta Sierra, SWD, Math, G1A3
Alta Sierra, SED, Suspension, G1A28
Buchanan, African American, Suspension, G2A17
Buchanan, SWD, Suspension, G1A3
Boris, Hispanic, Suspension, G2A15
Boris, SWD, ELA, G1A3
Boris, SWD, Suspension, G1A3
Boris, White, Suspension, G2A15
Boris, SED, Suspension, G1A28
Bud Rank, SWD, Suspension, G1A3
Bud Rank, SED, Suspension, G1A28
Cedarwood, Asian, Chronic Absenteeism, G2A18
Cedarwood, EL, Chronic Absenteeism, G1A22
Cedarwood, SED, Chronic Absenteeism, G1A22
Cedarwood, SWD, ELA, G1A3
Cedarwood, SWD, Math, G1A3
Cedarwood, Two or More Races, Chronic Absenteeism, G2A18
Clovis Community Day School-Secondary, SED, Chronic Absenteeism, G5A1-G5A3
Clovis Community Day School--Secondary, Hispanic, G5A1-G5A3

Clovis Community Day School--Secondary, White, G5A1-G5A3
Clovis East, SWD, Graduation, G1A3
Clovis East, SWD, Suspension, G1A3
Clovis East, EL, Math, G1A15
Clovis High, Hispanic, Suspension, G2A17
Clovis High, SWD, ELA, G1A3
Clovis High, SWD, Math, G1A3
Clovis High, SWD, Graduation, G1A3
Clovis High, SWD, Suspension, G1A3
Clovis High, SED, Suspension, G1A28
Clark, Asian, Suspension, G2A16
Clark, EL, Suspension, G2A16
Clark, Hispanic, Suspension, G2A16
Clark, SWD, Suspension, G1A3
Clark, Two or More Races, Suspension, G2A16
Clark, SED, Suspension, G1A28
Clark, EL, Math, G1A15
Clovis North, SWD, ELA, G1A3
Clovis North, SWD, Math, G1A3
Clovis North, SWD, Graduation, G1A3
Cole, SWD, ELA, G1A3
Cole, SWD, Suspension, G1A3
Clovis West, African American, Suspension, G2A17
Clovis West, SWD, ELA, G1A3
Clovis West, SWD, Graduation, G1A3
Clovis West, SWD, Suspension, G1A3
Enterprise, SED, Chronic Absenteeism, G1A22
Enterprise, Hispanic, Chronic Absenteeism, G2A18
Fancher Creek, EL, Chronic Absenteeism, G1A22
Fancher Creek, African American, Chronic Absenteeism, G2A18
Fancher Creek, African American, Suspension, G2A15
Fancher Creek, SWD, ELA, G1A3
Fancher Creek, SWD, Math, G1A3
Fancher Creek, SWD, Suspension, G1A3
Fancher Creek, White, Chronic Absenteeism, G2A18
Fort Washington, SWD, ELA, G1A3
Fort Washington, White, Suspension, G2A15
Freedom, EL, Chronic Absenteeism, G1A22
Fugman, SWD, Chronic Absenteeism, G1A3
Garfield, SWD, ELA, G1A3

Garfield, SWD, Chronic Absenteeism, G1A3
Garfield, SED, Suspension, G1A28
Gateway, SED, ELA, G4A1-A3
Gateway, SED, Math, G4A1-A3
Gateway, EL, Suspension, G5A1-A3
Gateway, FY, Suspension, G5A1-G5A3
Gateway, Hispanic, Suspension, G5A1-A3
Gettysburg, Hispanic, Suspension, G2A15
Gettysburg, SWD, Suspension, G1A3
Gettysburg, SED, Suspension, G1A28
Granite Ridge, African American, Suspension, G2A16
Granite Ridge, EL, Suspension, G2A16
Jefferson, SWD, ELA, G1A3
Jefferson, SWD, Math, G1A3
Kastner, SWD, ELA, G1A3
Liberty, EL, Chronic Absenteeism, G1A22
Maple Creek, SWD, Suspension, G1A3
Miramonte, SWD, ELA, G1A3
Mountain View, Hispanic, Suspension, G2A15
Mountain View, SED, Suspension, G1A28
Nelson, African American, Chronic Absenteeism, G2A18
Pinedale, SWD, ELA, G1A3
Pinedale, White, Chronic Absenteeism, G2A18
Pinedale, White, Suspension, G2A15
Reagan, Two or More Races, Suspension, G2A15
Red Bank, SWD, Suspension, G1A3
Red Bank, White, Suspension, G2A15
Red Bank, SED, Suspension, G1A28
Reyburn, African American, Suspension, G2A16
Reyburn, EL, Suspension, G2A16
Reyburn, SWD, Math, G1A3
Reyburn, SWD, Suspension, G1A3
Reyburn, SED, Suspension, G1A28
Sierra Vista, SWD, Math, G1A3
Tarpey, SWD, ELA, G1A3
Weldon, EL, Chronic Absenteeism, G1A22
Weldon, SED, Chronic Absenteeism, G1A22
Weldon, Hispanic, Chronic Absenteeism, G2A18
Weldon, SWD, Chronic Absenteeism, G1A3
Weldon, White, Chronic Absenteeism, G2A18

| Young, SWD, Suspension, G1A3 |
| --- |
|  |

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Our district has established a collaborative partnership with the Fresno County Office of Education to enhance support for our students within the framework of Differentiated Assistance. This collaboration targets various student subgroups, including Students with Disabilities (SWD), Foster Youth (FY), English Learners (EL), and students facing challenges in English Language Arts (ELA) and Mathematics. Additionally, areas such as graduation rates and suspension rates, particularly among SWD, FY, and EL students, are also focal points of this endeavor.

To facilitate professional development, a series of sessions have been organized, employing research-based strategies rooted in the improvement science model. These sessions have been structured into four distinct phases:

Phase 1: This phase entails articulating the problem of practice, conducting a thorough data analysis, processing the findings, and integrating research-based knowledge.
Phase 2: Here, participants review the user perspective, research plan, and accumulated knowledge, aiming to identify root causes through rigorous research.
Phase 3: In this phase, participants delve deeper into research-based knowledge, develop a clear aim, identify key drivers, generate change ideas, and meticulously plan the improvement journey.
Phase 4: The Improvement Journey phase involves monthly meetings throughout the academic year to assess the effectiveness of the Theory of Improvement and ensure that the identified changes are yielding positive outcomes. Based on feedback received during these sessions, adjustments are made to adapt the Theory of Improvement accordingly, ensuring ongoing refinement and effectiveness.

# 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.

Clovis Community Day School Secondary
Gateway High (Continuation)

## *Support for Identified Schools*

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

The process that Clovis Unified used to support school site staff conducting a needs assessment with the inclusion of educational partner groups:

- School site leaders (GIS/LD) attended PL around conducting a needs assessment
- School site leaders (GIS/LD) are also provided opportunities for the director of supplemental services to come out to the school to assist in the process

The process that Clovis Unified used to support/guide site staff in identifying and selecting evidence-based interventions:

- The district guides the school sites through a root cause process where sites look to define the barrier with the biggest impact to address. Once this is discovered, the district supports the school sites with finding resources that are evidenced based that matches the area of need.
- The district provides resources such as 'What Works Clearing House', 'Attendance Works', Ed Reports, and other resources provided by FCSS at CSI workshops.

The process that Clovis Unified used to support the site in identifying resource inequities:

- The identification of resource inequities process is part of the PL included in the needs assessment training. District staff also has on-going dialogue with the school sites to look at data around this.

## *Monitoring and Evaluating Effectiveness*

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

Clovis Unified will monitor the CSI plan through the following:

- The CSI plan implementation is monitored by school administration and the district through the use of a district monitoring tool.
- It is also monitored by the school site's SSC as evidenced on SSC agendas.

Clovis Unified will evaluate the CSI plan through the following:

- School and district administration will review the status of implementation, make adjustments, and address any holes in implementation of the plan.
- SSC will be advised of status of implementation throughout the year at SSC meetings as evidenced by SSC agendas.

Clovis Unified will monitor the CSI plan effectiveness through the following:

- Evidence that the actions/strategies of the plan are implemented.
- Analysis of the data indicated within the plan and whether or not the school site is progressing toward the end of year goal.

Clovis Unified will evaluate the CSI plan effectiveness through the following:

- The plans are evaluated using the metrics as outlined in the individual school site plans in relation to their identified need. The plans metrics include CA dashboard indicators and local assessment items as well as educational partner input.
- The SSC at the school sites also play a role in evaluating the effectiveness as evidenced on SSC agendas and via the mid-year monitoring report.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | January 29, 2024 Parent LCAP Feedback Meeting and Thoughtexchange<br>January 30 – March 13, 2024 Parent LCAP Feedback Meetings at the sites<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| Pupils/Students | January 30 – March 13, 2024 Student LCAP Feedback Meetings at the sites<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| Teachers | January 29, 2024 Teacher LCAP Feedback Meeting and Thoughtexchange<br>January 30 – March 13, 2024 Teacher LCAP Feedback Meetings at the sites<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| Classified Employees & Other School Personnel | January 29, 2024 Classified LCAP Feedback Meeting and Thoughtexchange<br>January 30 – March 13, 2024 Staff LCAP Feedback Meetings at the sites<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | |
| Administration | January 29, 2024 Administrators LCAP Feedback Meeting and Thoughtexchange<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| Principals | January 29, 2024 Prinicipals LCAP Feedback Meeting and Thoughtexchange<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| Bargaining Units | February 21, 2024 Certificated Collective Bargaining Unit LCAP Feedback Meeting and Thoughtexchange<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions<br><br>February 21, 2024 Classified Collective Bargaining Unit LCAP Feedback Meeting and Thoughtexchange<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| SELPA (for SWD actions) | February 20, 2024 SELPA LCAP Feedback Meeting and Thoughtexchange<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions |
| PAC Input & Draft LCAP for input from PAC | November 20, 2023, March 14, 2024, and May 9, 2024 PAC LCAP Draft Feedback Meeting; the superintendent responded in writing to questions asked by the group.<br>Topics Discussed: New Goals and Actions, Dashboard, Metrics, Feedback.<br>A question was raised by a PAC member and a written response was provided by the Superintendent. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| DELAC & Draft LCAP for input from DELAC* | November 9, 2023, February 1, 2024, and May 9, 2024 DELAC LCAP Draft Feedback Meeting; the superintendent responded in writing to questions asked by the group.<br>Topics Discussed: New Goals and Actions, Dashboard, Metrics, Feedback |
| Equity Multiplier Sites (Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, and Gateway High School) | April 17, 2024, Teacher LCAP Equity Multiplier Feedback Meeting Sites: Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, and Gateway High School<br>Topics Discussed: Funding, Dashboard Subgroups, Dashboard Indicators, Metrics, Goals, Actions, |
| Mid-Year Report | Mid-Year Report to the Board Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the LEA's governing board or body. |
| Public Comment Period as per Ed Code 52062(a)(3) | May 13, 2024 - May 24, 2024 |
| Public Hearing as per Ed Code 52062(b)(1) | May 22, 2024 |
| Board LCAP Adoption as per Ed Code 52062(b)(2) | June 12, 2024 Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2) Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2) |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parents: Parents emphasized the necessity of special education and intervention programs for struggling students. They also stressed the need for additional resources for English learners and students from low-income or foster families. Moreover, there were requests for enhanced behavioral support through staff training in conflict resolution and increased presence of teachers and police on campus. Additionally, social-emotional support, including more counselors and mental health resources, was deemed essential for students dealing with family issues or transitions.

Pupils/Students: Students prioritize receiving more support in reading, writing, and math as their top needs. There was mention of continued support for their sports, performing arts, co-curricular activities, and social-emotional needs.

Teachers: Increased academic intervention in math and reading, prioritizing early support for struggling students. Additionally, there's a need for intensified support for students with behavioral issues, including consistent consequences and more behavioral support staff. Smaller class sizes are sought after for targeted support, alongside a demand for more social-emotional support through increased counselor

availability. Moreover, there's a call for additional funding for educational technology and resources to improve learning engagement and efficiency.

Classified Employees & Other School Personnel  The necessity of professional development for paraprofessionals assisting English Learner students, as well as the need for additional intervention aides.

Administrators/Principals: The need for a student-centered approach. They agreed that the district should continue to prioritize the needs of students and allocate resources in a way that supports their overall success. This includes not only academic and emotional support, but also programs that help students develop life skills and prepare for their future.

Certificated Bargaining Unit: Feedback called for boosted academic intervention in math and reading, with an emphasis on early support. It also underscores intensified assistance for students with behavioral issues and smaller class sizes for targeted support.

SELPA: The need for consistency across all schools in regards to special education, suggesting that all sites should implement the same practices. Additionally, there was mention of the need for professional development for paraprofessionals , which could be relevant to special education. Responses indicate a strong desire for more support and resources for special education students, including those with learning disabilities and IEPs.

PAC: Assistance is sought to enhance parent awareness of available resources, understanding of processes, encourage attendance at school events, and bolster support to boost student achievement.

DELAC: Continued emphasis is placed on providing support for English Learners, especially newcomers requiring additional assistance to thrive. Efforts are focused on aiding language acquisition and addressing concerns regarding reclassification support to reduce the number of Long-Term English Learners. Moreover, there's a push for support to help English Learners cultivate positive peer relationships. Responses indicate a need for increased support and resources for English learners, including translation services and bridging the academic gap.

Equity Multiplier Sites (Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, and Gateway High School): Staff express a desire for increased support in guiding students' decision-making processes. Parents expressed the need to increase exploration of methods to assist students in overcoming their challenges. Students advocate for staff to receive support in understanding the challenges they face.


The educational partner engagement process influenced the development of this year's LCAP. Looking at the most common themes across all groups:
1. Social-Emotional Support: One of the most prominent feedback that educational partners shared was about is the mental health and social-emotional support for students. They believe that students' mental health and emotional well-being are crucial for their academic success and overall development.
2. Academic Intervention and Support: Another significant feedback is the need for academic intervention and support, particularly for students who are struggling or falling behind. Educational Partners expressed the need for more student support when they struggle with

learning. They also highlighted the importance of math intervention and maintaining high academic standards while considering the various ways students learn.

3. Behavioral Support: The third feedback that stood out is the need for behavioral support and discipline. They express concerns specifically about the high suspension rates.

Throughout the engagement process, it was apparent that our EL, FY, and LI families are supportive of the district's current intervention and engagement efforts. While supporting the actions, services, and metrics in place within the district currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators in order to maximize achievement and success for identified students.

Based on feedback the following input was used to develop our 24-25 LCAP.

New Actions:
Goal 1, Action 34—LTEL Support
Goal 1 Action 35--Additional Academic Intervention
Goal 2 Action 14--African-American Suspension Support
Goal 2 Action 15--Elementary Suspension Support
Goal 2 Action 16--Middle School Suspension Support
Goal 2 Action 17--High School Suspension Support
Goal 2 Action 18--Chronic Absenteeism Support
Goal 2 Action 19--Technical Assistance Support to Reduce Suspension Rates
New Goal--Goal 4--Maximize Achievement for ALL Students at Gateway High School
New Goal--Goal 5--Maximize Student Engagement for ALL Students at Clovis Community Day School Elementary, Clovis Community Day School Elementary, and Gateway High School

Changes of action(s) or groups of actions
Goal 1, Action 3 and 4 were combined--Students with Disabilities
Goal 1, Action 5 was split--Action 4 Career Technical Education On-going Operating Costs and Action 5 Career Technical Education Courses
Goal 1, Action 7 was revised--Specialized Services and Support for Multilingual English Learner Students
Goal 1, Action 8 was split--Action 7 Instructional Supplemental Support for Sites and Action 9 Enrichment Supplemental Support for Sites
Goal 2, Action 6 was abandoned--Oral and Written Translations. These services were written into Goal 1 Action 7

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **1** | Maximize Achievement for ALL Students | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Clovis Unified developed this broad goal because not all our students are currently performing at or above grade level. Our FY, EL, and LI students are performing below all students as measured by the California Dashboard, local assessments, and data on DataQuest. This goal was developed to reflect our district's commitment to a quality education and to accelerate learning, ensuring that all students are met with challenging curriculum and appropriate instruction. Using research-based principles, we seek to look for innovative methods, better-trained personnel, and quality programs to offer our students the time and means necessary to achieve their highest potential. We have carefully selected metrics to track progress across a wide span of areas. We measure overall achievement in mathematics and English Language Arts (ELA) using state and local assessment data. We monitor the progress and reclassification of English learners. We believe it is important that students are prepared for college and career, monitoring things like A-G completion, AP course enrollment, and CTE completion. Clovis Unified carefully monitors student progress to ensure that students stay actively enrolled and participating by monitoring middle school and high school dropout rates. Our actions and services are carefully implemented with these metrics in mind. From health and wellness to visual and performing arts, from class sizes to increasing connection points at school, from increased bus routes to our Transition Program, we have clearly organized people and programs to support our targeted student population and to maximize achievement for ALL students, where ALL means ALL.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | Smarter Balanced ELA Met or Exceeded | All: 66.2%<br>EL: 20.0%<br>LI: 53.8%<br>FY: 18.5% | | | All: 70%<br>EL: 23%<br>LI: 56%<br>FY: 21% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 22-23<br>Data Source:<br>DataQuest | | | Data Year: 25-26<br>Data Source:<br>DataQuest | |
| 1.2 | Smarter Balanced Math Met or Exceeded | All: 51.0%<br>EL: 17.5%<br>LI: 36.9%<br>FY: 11.1%<br>SWD: 13.9%<br>Clark EL: 2.4%<br>CEHS EL: 4.8%<br><br>Data Year: 22-23<br>Data Source:<br>DataQuest | | | All: 55%<br>EL: 20%<br>LI: 39%<br>FY: 14%<br>SWD: 15%<br>Clark EL: 7%<br>CEHS EL:<br><br>Data Year: 25-26<br>Data Source:<br>DataQuest | |
| 1.3 | Smarter Balanced ELA Distance from Standard | All: 38.8<br>EL:-13.9<br>LI: 7.9<br>FY: -53.5<br><br>Data Year: 22-23<br>Data Source:<br>Dashboard | | | All: 47.9<br>EL:-4.9<br>LI: 16.9<br>FY: -44.5<br><br>Data Year: 25-26<br>Data Source:<br>Dashboard | |
| 1.4 | Smarter Balanced Math Distance from Standard | All: -0.7<br>EL: -45<br>LI: -33.4<br>FY: -95.4<br>SWD: -99<br>Clark EL: -102.2<br>CEHS EL: -153.3<br><br>Data Year: 22-23<br>Data Source:<br>Dashboard | | | All:  10<br>EL: -36<br>LI: -24.4<br>FY: -86.4<br>SWD: -90<br>Clark EL: -92.2<br>CEHS EL: -143.3<br><br>Data Year: 25-26<br>Data Source:<br>Dashboard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1.5 | Local ELA Assessment | All: 51%<br>EL: 16%<br>SED: 28%<br>FY: 23%<br><br>Data Yr: 23-24<br>Data Source: Local Benchmark Assessment | | | All:55%<br>EL:19%<br>SED: 31%<br>FY: 26%<br><br>Data Year: 26-27 Winter<br>Data Source: Local Benchmark Assessment | |
| 1.6 | Local Math Assessment | All: 37%<br>EL: 13%<br>SED: 25%<br>FY: 9%<br><br>Data Yr: 23-24 Winter<br>Data Source: Local Benchmark Assessment | | | All: 41%<br>EL:16%<br>SED: 28%<br>FY: 12%<br><br>Data Year: 26-27 Winter<br>Data Source: Local Benchmark Assessment | |
| 1.7 | EAP ELA | All: 80.5%<br>EL: 18.9%<br>LI: 71.1%<br>FY: 23.6%<br>Gateway All: 27.2%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | All: 85.5%<br>EL: 21.9%<br>LI: 74.1%<br>FY: 26.6%<br>Gateway All: 30.2%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 1.8 | EAP Math | All: 45.3%<br>EL: 5.4% | | | All: 50.3%<br>EL: 8.4% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SED: 32.3%<br>FY: *Less than 10 students-data not reported<br>SWD: 8.2%<br>Gateway All: 2.5%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | SED: 35.3%<br>FY: TBD<br>SWD: 11.2<br>Gateway All: 5.5%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 1.9 | California Science Test (CAST) Met or Exceeded | All: 45.7%<br>EL: 7.6%<br>LI: 32.9%<br>FY: 17.1%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | All: 50..7%<br>EL: 10.6%<br>LI: 35.9%<br>FY: 20.1%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 1.10 | College Career Indicator (CCI) | All: High (64% prepared)<br>EL: Low (29.4% prepared)<br>LI: Medium (51.9% prepared)<br>FY: Low (18.5% prepared)<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | All: High (66% prepared)<br>EL: Low (31.4% prepared)<br>LI: Medium (53.9% prepared)<br>FY: Low (20.5% prepared)<br><br>Data Year: 25-26<br>Data Source: Dashboard | |
| 1.11 | High School Graduation Rate | All: 95.9%<br>EL: 93.0%<br>LI: 94.9%<br>FY: 78.9% | | | All: 96%<br>EL: 94%<br>LI: 95.1%<br>FY: 79.1% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD: 61.6%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | SWD: 62.6%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 1.12 | AP Passage Rate | All: 30.3%<br>EL: 8.1%<br>LI: 21.4%<br>FY: 20.0%<br><br>Data Year: 22-23<br>Data Source: CollegeBoard | | | All: 33.3%<br>EL: 9.1%<br>LI: 23.4%<br>FY: 21%<br><br>Data Year: 25-26<br>Data Source: CollegeBoard | |
| 1.13 | CTE Pathway Completion Rate | All: 34.6%<br>EL: 21.6%<br>LI: 37.0%<br>FY: 40.0%<br><br>Data Year: 22-23<br>Data Source: Dashboard Additional Reports | | | All: 35.6%<br>EL: 22.6%<br>LI: 38%<br>FY: 41%<br><br>Data Year: 25-26<br>Data Source: Dashboard Additional Reports | |
| 1.14 | A-G Completion Rate | All: 57%<br>EL: 27.5%<br>SED: 45%<br>FY: 13%<br><br>Data Yr: 22-23<br>Data Source: DataQuest | | | All: 59%<br>EL: 28.5%<br>SED: 47%<br>FY: 14%<br><br>Data Yr: 25-26<br>Data Source: DataQuest | |
| 1.15 | A-G Completion and CTE Pathway | All:18.3%<br>EL:6.3% | | | All: 20.3%<br>EL: 7.3% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Completion Combined Rate | LI:15%<br>FY:7.4%<br><br>Data Year: 22-23<br>Data Source: Dashboard Additional Reports | | | LI: 17%<br>FY: 6%<br><br>Data Year: 25-26<br>Data Source: Dashboard Additional Reports | |
| 1.16 | EL students making progress toward English Proficiency | All EL: 57.2%<br>Boris: 44.6%<br>Jefferson: 38.9%<br>Mountain View: 27.5%<br>Oraze: 29.4%<br>Red Bank: 35.9%<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | All EL: 60%<br>Boris: 47%<br>Jefferson: 41%<br>Mountain View: 30%<br>Oraze:32%<br>Red Bank: 38%<br><br>Data Year: 25-26<br>Data Source: Dashboard | |
| 1.17 | EL Reclassification Rate | All EL: 28%<br>Boris:14%<br>Jefferson: 13%<br>Mountain View: 15%<br>Oraze: 13%<br>Red Bank: 14%<br><br>Data Year: 22-23<br>Data Source: CALPADS | | | All EL: 31%<br>Boris: 16%<br>Jefferson: 15%<br>Mountain View: 17%<br>Oraze:13%<br>Red Bank: 16%<br><br>Data Year: 25-26<br>Data Source: CALPADS | |
| 1.18 | Chronic Absenteeism Rate | All: 17.2%<br>EL: 16.9%<br>SED: 22.8%<br>FY: 28.4%<br>Weldon: 34.2% | | | All: 15.7%<br>EL: 15.4%<br>SED: 21.3%<br>FY: 26.9%<br>Weldon: 32.7% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | CCDS Secondary: 71.6%<br>Enterprise: 63.2%<br>Cedarwood EL: 24.2%<br>Fancher Creek EL: 29.3%<br>Freedom EL: 20.8%<br>Liberty EL: 25.8%<br>Weldon EL: 20.5%<br>Gateway FY: 48.0%<br>Cedarwood LI: 26.8%<br>Weldon LI: 36.4%<br>Enterprise LI: 66.3%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | CCDS Secondary: 70.1%<br>Enterprise: 61.7%<br>Cedarwood EL: 22.7%<br>Fancher Creek EL: 27.8%<br>Freedom EL: 19.3%<br>Liberty EL: 24.3%<br>Weldon EL: 19.0%<br>Gateway FY: 46.5%<br>Cedarwood LI: 25.3%<br>Weldon LI: 34.9%<br>Enterprise LI: 64.8%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 1.19 | Suspension Rate | All: 4.7%<br>EL: 4.3%<br>SED: 6.7%<br>FY: 22.8%<br>Homeless Youth: 10.3%<br>SWD: 8.4%<br>African-American: 11.4%<br>Boris: 8.0%<br>Clark: 12.4%<br>CCDS Secondary: 35.4%<br>Gateway All: 24.3% | | | All: 3.8%<br>EL: 3.4%<br>SED: 5.8%<br>FY: 21.9%<br>Homeless Youth: 9.4%<br>SWD: 7.5%<br>African-American: 10.5%<br>Boris: 7.1%<br>Clark: 11.5%<br>CCDS Secondary: 34.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Gateway EL: 13.6%<br>Gateway FY: 41.7%<br>Gateway Hispanic: 24.3%<br>Boris LI: 8.4%<br>Bud Rank LI: 5.8%<br>Garfield LI: 4.4%<br>Gettysburg LI: 4.9%<br>Mountain View LI: 6.2%<br>Red Bank LI: 4.3%<br>Alta Sierra LI: 13.0%<br>Clark LI: 15.7%<br>Reyburn LI: 12.3%<br>Clovis High LI: 10%<br>Gateway LI: 26.4%<br>Gateway SWD: 35.3%<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | Gateway All: 23.4%<br>Gateway EL: 12.7%<br>Gateway FY: 40.8%<br>Gateway Hispanic: 23.4%<br>Boris LI: 7.5%<br>Bud Rank LI: 4.9%<br>Garfield LI: 3.5%<br>Gettysburg LI: 4%<br>Mountain View LI: 5.3%<br>Red Bank LI: 3.4%<br>Alta Sierra LI: 12.1%<br>Clark LI: 14.8%<br>Reyburn LI: 11.4%<br>Clovis High LI: 9.1%<br>Gateway LI: 25.5%<br>Gateway SWD: 34.4%<br><br><br>Data Year: 25-26<br>Data Source: Dashboard | |
| 1.20 | Student Connectedness | All: 69%<br>EL: 78%<br>SED: 70%<br>FY: 69%<br><br>Data Year: 23-24 | | | All: 71%<br>EL: 80%<br>SED: 72%<br>FY: 71%<br><br>Data Year: 26-27 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: LCAP Student Survey | | | Data Source: LCAP Student Survey | |
| 1.21 | Percent earning Healthy Fitness Zone in Grade 5 | TBD Spring 24 | | | TBD | |
| 1.22 | Percent earning Healthy Fitness Zone in Grade 9 | TBD Spring 24 | | | TBD | |
| 1.23 | Percent earning Healthy Fitness Zone in Grade 7 | TBD Spring 24 | | | TBD | |
| 1.25 | | | | | | |

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Instructional and Operational Technology | Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals. | $9,175,830.00 | No |
| **1.2** | Class Size Reduction | To support class size reduction, Clovis Unified will provide the following:<br><br>Additional teachers at elementary schools: Clovis, Cole, Mickey Cox, Fancher Creek, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner, Weldon. | $1,835,211.00 | Yes |
| **1.3** | Students with IEPs | Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.<br><br>Develop IEPs<br>Provide specialized instruction<br>Provide related services to support additional needs<br>Provide resource rooms<br>Special education FTEs for staff<br>Provide behavioral supports<br><br>The LEA examined the needs of SWD by looking at state and local data at the district and site levels; in addition to supporting the needs of all SWD in the LEA, further support will be provided to: Alta Sierra, Boris, Buchanan, Bud Rank, Cedarwood, Clark, Clovis East, Clovis High, Clovis North, Clovis West, Cole, Fancher Creek, Fort Washington, Fugman, Garfield, Gettysburg, Jefferson, Kastner, Maple Creek, Miramonte, Pinedale, Red Bank, Reyburn, Sierra Vista, Tarpey, Weldon, and Young.<br><br>This action will address the following Reds on the 2023 Dashboard:<br>REDS AT THE LEA LEVEL<br>Math,<br>Graduation<br>Suspension<br><br>REDS AT THE SITE LEVEL | $133,737,850.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Alta Sierra SWD Math<br>Boris  SWD Suspension<br>Boris  SWD ELA<br>Buchanan SWD Suspension<br>Bud Rank SWD Suspension<br>Cedarwood SWD ELA<br>Cedarwood SWD Math<br>Clark  SWD Suspension<br>Clovis East SWD Suspension<br>Clovis East SWD Graduation<br>Clovis High SWD Suspension<br>Clovis High SWD ELA<br>Clovis High SWD Math<br>Clovis High SWD Graduation<br>Clovis North SWD Math<br>Clovis North SWD Graduation<br>Clovis North  SWD ELA<br>Clovis West SWD Suspension<br>Clovis West SWD ELA<br>Clovis West SWD Graduation<br>Cole        SWD Suspension<br>Cole   SWD ELA<br>Fancher Creek SWD Suspension<br>Fancher Creek SWD ELA<br>Fancher Creek SWD Math<br>Fort Washington SWD ELA<br>Fugman        SWD Chronic Absenteeism<br>Garfield  SWD Chronic Absenteeism<br>Garfield        SWD ELA<br>Gettysburg  SWD Suspension<br>Jefferson   SWD Math<br>Jefferson  SWD ELA<br>Kastner  SWD ELA<br>Maple Creek SWD Suspension<br>Miramonte SWD ELA<br>Pinedale   SWD ELA<br>Red Bank SWD Suspension<br>Reyburn   SWD Suspension | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Reyburn   SWD Math<br>Sierra Vista SWD Math<br>Tarpey  SWD ELA<br>Weldon  SWD Chronic Absenteeism<br>Young  SWD Suspension<br><br><br>These purchases are aimed at supporting students with disabilities (SWD) in their academic achievement, behavior, and overall well-being in school.<br><br>Curriculum and Instructional Materials: The district is purchasing supplemental curriculum in special education classes aligned with state standards, focusing on essential standards for ELA and Math. This includes instructional materials that support structured intervention and individualized instruction for students with disabilities.<br><br>Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for instruction and accommodations for SWD (students with disabilities).<br><br>Staffing: Hiring additional staff to support students with disabilities, including instructional aides in general education classrooms, and personnel for Tier 2 and Tier 3 behavior interventions.<br><br>Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students with disabilities, including consistent progress monitoring, baseline data collection, and developing intervention plans.<br><br>Behavioral Support and Interventions: Implementing PBIS (Positive Behavioral Interventions and Supports) systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension.<br><br>Attendance and Graduation Pathways: Creating alternative graduation pathways for students with IEPs (Individualized Education Programs), as | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | well as addressing chronic absenteeism through incentives and communication strategies. | | |
| | | Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and special education models to accommodate the varied needs and circumstances of students with disabilities. | | |
| | | LEA Level in Math-CUSD will recalibrate essential standards, local assessments, and our progress monitoring process. We will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness of instruction for SWD students. Moreover, we will enhance scheduling flexibility and our special education models at each site to accommodate the varied needs and circumstances of SWD students. Additionally we will revisit our strategies for small-group instruction and targeted individualized instruction based on SWDs IEPs to improve math performance. Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the SWD students at their site. | | |
| | | LEA Level Graduation- CUSD has aligned with the state for the alternate pathway for diploma. The requirements have changed the amount of credits SWDs will need and create new coursework that allows more students with IEPs to obtain a diploma. | | |
| | | LEA Level Suspension-CUSD will provide additional support and professional development for educators on education code violations, MTSS for specific to SWD students encompassing strategies to work with student behaviors, alternative supports to correct undesired behaviors, supporting the IEP in place, and understanding if the behavior is a cause of the disability. | | |
| | | Based on the root cause analysis, the LEA and sites will provide the following support specific to SWD.<br>·Alta Sierra Math--Consistent progress monitoring of subgroup data for growth every 6-week grading period. Make Math Strategies available to | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | SWD during the day. Provide ongoing student conferencing. Develop Math and Special Education PLCs every 6-weeks.<br><br>·Boris in ELA—Identify students with SWD that score in the level 2 on SBAC tests in ELA and provide structured intervention (3x per week) for the students based on the standard they are not mastering.<br><br>·Boris in Suspension—Provide ongoing professional development for options of consequences for California Ed Code violations and institute restorative practices incorporating deescalation strategies.<br><br>·Buchannan in Suspension—structured time during lunch and passing periods to decrease undesired behaviors. Offer additional hours or hire personnel to support the Tier 2 and Tier 3 behavior interventions.<br><br>·Bud Rank in Suspension—Institute corrective justice practices to examine the harmful impact of behaviors and determine what can be done to repair the situation while holding students accountable for their action.<br><br>·Cedarwood in ELA—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>·Cedarwood in Math—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>·Clark in Suspension—Develop structured time during lunch and passing periods to decrease undesired behaviors. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ·Clovis East in Graduation—Professional Development/Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with their staff The PD will help our site to implement new behaviors strategies that support behavior tiers of intervention and alternatives to suspension. SWD students will be put in a consistent academic monitoring system with increased focus on intervention.<br><br>Clovis East in Suspension-- Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered.<br><br>·Clovis High in Suspension— Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered.<br><br>·Clovis High in ELA— Utilization of researched based instructional practice for best first-time instruction for SWD.  Incorporation of common formative assessments, checking for understanding, and immediate intervention in the classroom as needed.  Modify our MTSS model and increase intervention supports available for our SWD.<br><br>·Clovis High in Math—Utilization of researched based instructional practice for best first-time instruction for SWD.  Incorporation of common formative assessments, checking for understanding, and immediate intervention in the classroom as needed.  Modify our MTSS model and increase intervention supports available for our SWD.<br><br>·Clovis High in Graduation— Increase the rate of graduation by monitoring SWD students to be sure they are meeting graduation requirements. Provide intervention for those students at risk of not graduating. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ·Clovis North in Graduation—Based on the alternate pathway diploma track, district is redefining students who can qualify for diploma based on decreased student credits.<br><br>·Clovis North in ELA—Utilization of AVID WICOR strategies across content areas to support SWD students. Modify our MTSS model and increase intervention supports available for our lowest performing students.<br><br>·Clovis North in Math—Utilization of AVID WICOR strategies across content areas to support SWD students. Modify our MTSS model and increase intervention supports available for our lowest performing students.<br><br>·Clovis West in ELA—Establish more intervention opportunities for ELA so SWD students can have additional academic help during school, before/after school and at lunch.  Strategies will include: intervention teachers and/or extra period stipends, supplemental materials, technology resources, additional supports through staffing and supplemental materials.<br><br>·Clovis West in Graduation—Based on the alternate pathway diploma track, district is redefining students who can qualify for diploma based on decreased student credits<br><br>·Clovis West in Suspension— Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered.<br><br>·Cole in ELA—Work with the special education team to unpack the writing standards for grade levels and determine the essential standards needed to grow in writing and to prepare students for the Performance Task. Research professional developments to support teachers to teach writing and investigate researched based curriculum and resources to help teachers and students. Provide professional Development around working with special educations students in the general education setting. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ·Cole in Suspension--Use the PBIS system to promote positive behaviors SWD. Provide professional development to all new teachers and include all special education teachers in PBIS and use their classrooms and keep the school-based system going. Continue to work together for the support of the community.<br><br>·Fancher Creek in ELA—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>·Fancher Creek in Suspension--Use the PBIS system to promote positive behaviors SWD. Provide professional development to all new teachers and include all special education teachers in PBIS and use their classrooms and keep the school-based system going. Continue to work together for the support of the community.<br><br>·Fancher Creek in Math—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>·Fort Washington in ELA—Place an emphasis on student attendance for students with disabilities through Student Attendance Review meetings (SARBs), implement intervention curriculum (Benchmark Advance) and phonics resources, implement push-in the special education model to provide support for SWD in their general education classroom to help bridge the gap towards grade level standards while still working on IEP goals during pull-out RSP model, and provide staff training. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | ·Fugman in Chronic Absenteeism—Conduct conversations with community in regards to the importance of attending school and how that impacts their progress on their goals in the IEP.<br><br>·Garfield in ELA—Through speech, resource, and/or audiological therapy students will be supported to meet their IEP goals and to make progress toward mastering the ELA standards.<br><br>·Garfield Chronic Absenteeism—Recently the Garfield Special Education Center was given it's own individual school code and their chronic absenteeism will no longer be reflected in Garfield data.<br><br>·Gettysburg in Suspension—Hire staff to run structured recess, provide positive reinforcement for groups/individuals, provide All for Youth services, and provide CSI training for staff.<br><br>·Jefferson ELA—Provide additional instructional aide time in general education classrooms that target SWD. Continue training and collaboration between special education teams and general education teachers in order to better support the needs of our SWD.<br><br>·Jefferson in Math— Provide additional instructional aide time in general education classrooms that target SWD. Continue training and collaboration between special education teams and general education teachers in order to better support the needs of our SWD.<br><br>·Kastner in ELA—Create intentional, focused Tier 2 groups to meet during Tbird time providing extra support in math and ELA for SWD students.<br><br>·Maple Creek in Suspension—Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered. Continue ongoing training specific to big behaviors but those gifted and skilled in behavior to wait it out, change demand, and other strategies. Provide alternative options to suspension when the behavior is dangerous | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and the class must be evacuated and the duration is long. Debrief the team after large behavior incidents, communicate with families with fidelity adjust student demands. Reorganize and prioritize the day to respond to students with big behaviors.<br><br>·Miramonte for ELA—a Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>Pinedale in ELA—Support and work with the special education team and PLCs to focus on essential standards to support mastery with students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>·Red Bank in Suspension—Continue to use the PBIS system to promote positive behaviors in all students as well as SWD. Provide professional development to all new teachers and include all special education teachers in PBIS so that they can access and use their classrooms and keep the school-based system going.<br><br>·Reyburn Math—PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas to support SWD. PLC teams will use data to collaborate on best practices for instruction and intervention for SWD.<br><br>·Reyburn in Suspension—Develop structured time during lunch and passing periods to decrease undesired behaviors and utilize continuous improvement model to identify students and most effective interventions to decrease office referrals and suspensions for SWD.<br><br>·Sierra Vista in Math—Support and work with the special education team and PLCs to focus on essential standards to support mastery with | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students. Re-align and evaluate the accommodations for SBAC for students. Provide professional development on accommodations, best first-time instruction for all students, and emphasizing differentiation. Utilizing supplemental curriculum in special education classes aligned to the state standards.<br><br>·Tarpey ELA—Redesign the Special Education and General Education Collab Model to improve support for SWD.<br><br>·Weldon in Chronic Absenteeism—Administration will identify in August 2024 SWDs are placed, and personally inform the classroom teacher of the unique designation. SWD's attendance and tardies will be monitored weekly, and each quarter an incentive plan implemented to award the "top ten" students in primary, upper grade, as well as our top student in our severely disabled program. The nurse will coordinate outreach efforts with our families that have students in our severely disabled program, and offer support as needed to help students in need improve in attendance and decrease tardies.<br><br>·Young in Suspension—Review suspension data for SWD students and the root cause for behaviors. Offer additional hours or hire personnel to support our Tier 2 and Tier 3 for SWD with a focus on the behaviors discovered in the data analysis. Review data continuously and adjust intervention as needed. | | |
| 1.4 | Career Technical Education On-going Operating Costs | On-going operating costs to maintain CTE programs and services to students such as salaries and benefits for teachers, administration, and clerical; instructional supplies and equipment; and other operating expenses. | $6,222,612.00 | No |
| 1.5 | Career Technical Education Courses | To ensure there is access to CTE courses, Clovis Unified will provide the following:<br><br>Expand CTE courses and pathways at all high schools<br>Supplies, equipment, certifications, staff, and ongoing teacher support. | $5,451,781.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | | | | |
| **1.6** | Licensing to Provide Online College and Career Planning | To support college and career planning, CUSD will provide:<br>Licensing for Xello, an online, student-driven tool that supports college and career exploration for 6th grade<br>Professional development for counselors to serve students<br>Support to develop Tier 1 curriculum for college and career planning | $45,852.00 | Yes |
| **1.7** | Specialized Services and Support for Multilingual English Learner Students | To support Specialized Services and Support for Multilingual English Learner Students, Clovis Unified will provide the following:<br><br>a community liaison<br>professional development<br>supplemental resources to support language acquisition through language-focused interventions, online resources, and/or teacher support and coaching around instructional strategies<br>written and oral translations<br><br>The LEA examined the needs of ELs by looking at state and local data at the district and site levels. In addition to supporting the needs of all ELs within the LEA, further support will be provided at Boris, Jefferson, Mountain View, Oraze, and Red Bank for English learners.<br><br>This action will address the following Reds on the 2023 Dashboard<br>ELPI: Boris, Jefferson, Mountain View, Oraze, and Red Bank to support English learners. | $140,965.00 | Yes |
| **1.8** | Instructional Supplemental Support for Sites | To support supplemental instructional support for sites, Clovis Unified will provide:<br><br>Tutoring and academic support | $2,557,476.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Language support programs<br>Access to technology<br>Educational workshops and programs for teachers<br><br>These supports could include instructional assistants, supplemental curriculum, additional support provided by a teacher or support provider, credit retrieval opportunities and supports, additional academic counseling, expanded career counseling, or college readiness.<br><br>The LEA examined the needs of EI, FY, and LI students by looking at state and local data at the district and site levels. In addition to supporting the needs of all EI, FY, and LI students within the LEA, further support will be provided at the LEA level for FYs.<br><br>This action will address the following Reds on the 2023 Dashboard<br>LEA Level<br>FY: Math | | |
| **1.9** | Enrichment Supplemental Support for Sites | To support enrichment supplemental support for sites, Clovis Unified will provide the following to support positive peer interactions and increase student connectedness:<br><br>Social-emotional support (examples: student relations liaison, social and emotional environments/materials/support, PBIS signage, incentives, supplemental SEL curriculum, and school psychologists to provide SEL supports--non-IEP related).<br>Academic Motivation (examples: resources, supplies, entrance fees, transportation, and staff)<br>Educational workshops and programs for teachers<br>Parent and guardian involvement initiatives<br>Enrichment Opportunities | $729,376.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.10** | Summer Intervention Learning Academy | To support Summer Intervention Learning Academy, Clovis Unified will provide the following:<br>Administrators, teachers, and additional support staff<br>professional development<br>supplemental resources, curriculum, and incentives to support learning | $857,343.00 | Yes |
| **1.11** | Push-In for K-6 Teachers | To provide support for focused and deliberate instruction in TK-6 grade classes, Clovis Unified will provide the following:<br>Fully credentialed push-in teachers and/or<br>Instructional assistants | $1,125,365.00 | Yes |
| **1.12** | Additional Support for Core Classes and College & Career Success | To provide additional instructional support for core classes and college and career readiness, Clovis Unified will provide the following:<br><br>Teachers to provide additional support classes such as Academic Seminar, Study Skills, Science, Math, and AVID<br>Supplemental curriculum | $3,115,302.00 | Yes |
| **1.13** | Secondary Intervention | To provide additional learning time, Clovis Unified will provide the following:<br><br>Additional stipends, hourly intervention, and/or instructional Assistants for intermediate schools and high schools to increase the number of interventions available<br>Resources, supplies, supplemental curriculum, and professional development to support intervention classes | $989,206.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.14** | Healthy Start Coordinator | To assist students at alternative sites with having access to resources and support to access their learning, CUSD will provide a Healthy Start Coordinator. | $100,474.00 | Yes |
| **1.15** | ELD teachers at Secondary Schools | To provide comprehensive language acquisition programs to help students acquire proficiency in English, CUSD will provide the following:<br><br>ELD teachers at Secondary Schools<br>An administrator for EL services<br>Professional development<br>Supplemental resources to support language acquisition through language-focused interventions, online resources, and/or teacher support and coaching around instructional strategies<br><br>The LEA examined the needs of ELs by looking at state and local data at the district and site levels, in addition to supporting the needs of all ELs within the LEA. In particular, additional support will be provided at Clark and Clovis East to support English learners.<br><br>This action will address the following Reds on the 2023 Dashboard in Math: Clark and Clovis East to support English learners. | $1,738,399.00 | Yes |
| **1.16** | Online Curriculum for Intervention & Credit Recovery | To assist students to stay on track to graduate, CUSD will provide the following:<br>An online credit recovery program<br>Teacher-driven online courses | $155,000.00 | Yes |
| **1.17** | Increased Bus Routes | To ensure transportation to provide access to CTE courses and community college courses for dual credit, CUSD will provide:<br><br>Additional bus routes | $45,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.18 | Mentoring Services at Alternative Sites | To support student connectedness and increase academic achievement, Clovis Unified will provide the following:<br>Mentoring services at alternative education sites: Gateway, Enterprise, Clovis Community Day School Elementary and Secondary | $50,000.00 | Yes |
| 1.19 | Opportunity Classes at Intermediate | To support Opportunity Classes at Intermediate Schools, Clovis Unified will provide:<br><br>A teacher for opportunity classes at each of our intermediate schools. | $774,000.00 | Yes |
| 1.20 | CSI Support | To support Clovis Support and Intervention (CSI), Clovis Unified will provide:<br>Clerical stipends<br>Management stipends<br>School site stipends for facilitators<br>CSI Teacher on Special Assignment (TOSA) | $189,917.00 | Yes |
| 1.21 | Multilingual EL Summer School | To provide academic and language support for our multilingual EL students during summer intersession, Clovis Unified will provide the following:<br>Professional Development and/or coaching for teachers<br>Provide supplies related to the summer school classroom, curriculum, and strategies to support student success | $18,808.00 | Yes |
| 1.22 | Additional Nursing Services | To assist with decreasing the chronic absenteeism rate, Clovis Unified will provide:<br><br>Additional nursing services at elementary schools. | $769,692.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The LEA examined the needs of students by looking at state and local data at the district and site levels. The LEA found that while at the LEA level, chronic absenteeism rates improved, there are schools identified as red on the CA School Dashboard for chronic absenteeism for ELs and LI. A common need identified among these groups was preventative healthcare services. Further support will be provided at Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI).<br><br>This action will address the following Reds on the 2023 Dashboard Chronic Absenteeism at Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI) | | |
| **1.23** | Personnel for SSSA for Foster & Homeless Support | To assist FY and Homeless students with their attendance and connectedness to school, Clovis Unified will provide:<br>Personnel<br>Training<br>Materials to support FY and Homeless students.<br><br>The LEA examined the needs of FY and Homeless students by looking at state and local data at the district and site levels.<br><br>This action will address the following Reds on the 2023 Dashboard:<br>LEA Level<br>FY and Homeless Youth: Suspension Rates | $1,114,501.00 | Yes |
| **1.24** | Counselors to Reduce Caseloads | Clovis Unified will provide additional Guidance Learning Directors and Guidance Learning Specialists who are assigned to comprehensive secondary school sites. There will be five more additional counselors added to the currently funded counselors to reduce caseloads. | $2,671,480.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.25** | GIS for At-Risk Students | To support students who need to be more connected, attend school, and be on track to graduate, Clovis Unified will provide the following: Guidance Instructional Specialists. | $464,092.00 | Yes |
| **1.26** | Comprehensive Youth Services | To support students with mental health services to make better choices, Clovis Unified will provide services through: Comprehensive Youth Services (CYS) of Fresno to support student's social and emotional needs. | $982,042.00 | Yes |
| **1.27** | Administrative Support for MTSS | To support students with academic, social-emotional, and behavioral support, Clovis Unified will provide: Administrative support to oversee the MTSS framework and implementation of both academic and behavior MTSS throughout the district. | $734,961.00 | Yes |
| **1.28** | Multi-Tiered Systems of Support (MTSS) | To provide a safe and supportive environment where students are connected to school, Clovis Unified will provide: school psychologists and a teacher on special assignment facilitate the implementation of a Multi-Tiered System of Support professional development, supplemental resources, curriculum, and incentives.<br><br>The LEA examined LI and FY needs by looking at state and local data at the district and site levels for suspension. In addition to supporting the needs of all FY and LI within the LEA, further support will be provided to LI students at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn with reducing suspension rates.<br><br>This action will address the following Reds on the 2023 Dashboard: Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn to support LI students. | $730,605.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.29** | Computer-Based Data Management System | To monitor student achievement and allow for targeted instruction, Clovis Unified will provide the following:<br>Computer-based data management systems | $438,071.00 | Yes |
| **1.30** | Behavior Consultation Team | To support students in working through social-emotional and behavioral concerns to access their learning, Clovis Unified will provide the following:<br>Additional behavioral support psychologists, board-certified behavior analysts, and instructional assistants will be needed to support all elementary sites. | $1,584,561.00 | Yes |
| **1.31** | Mental Health Support Providers | To support students with mental health support to remove barriers, Clovis Unified will provide:<br>Mental health support providers at each comprehensive high school site. | $1,041,640.00 | Yes |
| **1.32** | Lead Psychologists and Support for Comprehensive Wellness Project | To support students with mental health support, Clovis Unified will provide:<br>Lead psychologists to oversee and provide support for the CUSD Comprehensive Wellness Project.<br>Administrative support staff for the lead psychologists. | $429,727.00 | Yes |
| **1.33** | Elementary Social-Emotional Support | To support students with social-emotional support, Clovis Unified will provide:<br>One elementary counselor and/or teacher on special assignments for each area. | $739,476.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1.34** | LTEL Support | To increase support for Long Term English Learners (LTEL), secondary teachers will receive professional development. | $30,000.00 | Yes |
| **1.35** | Additional Academic Intervention | To support the academic achievement of students for learning recovery, Clovis Unified will provide the following:<br>Fully credentialed push-in teachers and/or<br>Instructional assistants<br>Professional development<br>Supplemental curriculum, supplies, resources | $1,000,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Operate with Increasing Efficiency and Effectiveness | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was established in alignment with our Clovis Unified Strategic Plan. Efficiency and effectiveness are important goals as they relate to how we execute our actions. When we work efficiently, we use less time, resources, and/or human effort to do our job. Effectiveness looks at the quality of the results we achieve. If we are effective in what we do, we will consistently reach our goals and objectives. When we are efficient and effective, our students are more likely to succeed in and meet their individual growth potential. Students and parents are comfortable with the school setting and students feel safe, emotionally and physically at school. We measure different metrics to audit our efficient and effective operations. We measure suspension and chronic absenteeism rates. On our annual surveys, we measure student and parent involvement in school and the perceptions of safety. Operating our schools efficiently and effectively means we are offering all our students access to a broad course of subjects and are pushing them to achieve academically. This goal includes actions for our grounds and maintenance facilities. We will continue to fund a health center in the district to help with overall well-being and improve attendance. We know that student learning is maximized when they have access to proper instructional materials and resources to meet their individual needs. We know that when we operate with increasing efficiency and effectiveness we strive for our maximum potential as we work to make the best decisions for our students and help them to be in a better position to achieve great things. Goal 2 is in direct support of Goal 1, Maximizing Achievement for ALL students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Smarter Balanced ELA Met or Exceeded | All: 66.2%<br>EL: 20.0%<br>LI: 53.8%<br>FY: 18.5% | | | All: 70%<br>EL: 23%<br>LI: 56%<br>FY: 21% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 22-23<br>Data Source:<br>DataQuest | | | Data Year: 25-26<br>Data Source:<br>DataQuest | |
| 2.2 | Smarter Balanced Math Met or Exceeded | All: 51.0%<br>EL: 17.5%<br>LI: 36.9%<br>FY: 11.1%<br><br>Data Year: 22-23<br>Data Source:<br>DataQuest | | | All: 55%<br>EL: 20%<br>LI: 39%<br>FY: 14%<br><br>Data Year: 25-26<br>Data Source:<br>DataQuest | |
| 2.3 | Smarter Balanced ELA Distance from Standard | All: 38.8<br>EL:-13.9<br>LI: 7.9<br>FY: -53.5<br><br>Data Year: 22-23<br>Data Source:<br>Dashboard | | | All: 47.9<br>EL:-4.9<br>LI: 16.9<br>FY: -44.5<br><br>Data Year: 25-26<br>Data Source:<br>Dashboard | |
| 2.4 | Smarter Balanced Math Distance from Standard | All: -0.7<br>EL: -45<br>LI: -33.4<br>FY: -95.4<br><br>Data Year: 22-23<br>Data Source:<br>Dashboard | | | All:  10<br>EL: -36<br>LI: -24.4<br>FY: -86.4<br><br>Data Year: 25-26<br>Data Source:<br>Dashboard | |
| 2.5 | Local ELA Assessment | All: 51%<br>EL: 16%<br>SED: 28%<br>FY: 23% | | | All:55%<br>EL:19%<br>SED: 31%<br>FY: 26% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Yr: 23-24<br>Data Source: Local Benchmark Assessment | | | Data Year: 26-27 Winter<br>Data Source: Local Benchmark Assessment | |
| 2.6 | Local Math Assessment | All: 37%<br>EL: 13%<br>SED: 25%<br>FY: 9%<br><br>Data Yr: 23-24 Winter<br>Data Source: Local Benchmark Assessment | | | All: 41%<br>EL:16%<br>SED: 28%<br>FY: 12%<br><br>Data Year: 26-27 Winter<br>Data Source: Local Benchmark Assessment | |
| 2.7 | EAP ELA | All: 80.5%<br>EL: 18.9%<br>LI: 71.1%<br>FY: 23.6%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | All: 85.5%<br>EL: 21.9%<br>LI: 74.1%<br>FY: 26.6^<br>Gateway All: 30.2%<br><br>Data Year: 26-27<br>Data Source: DataQuest | |
| 2.8 | EAP Math | All: 45.3%<br>EL: 5.4%<br>SED: 32.3%<br>FY: *Less than 10 students-data not reported<br><br>Data Year: 22-23 | | | All: 50.3%<br>EL: 8.4%<br>SED: 35.3%<br>FY: TBD<br>SWD: 11.2<br>Gateway All: 5.5%<br><br>Data Year: 26-27 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: DataQuest | | | Data Source: DataQuest | |
| 2.9 | School Attendance Rate | 93.9%<br>*Disaggregated data by subgroup was not available<br><br>Data Year: 2022-2023<br>Data Source: Local Data | | | 95%<br>*Disaggregated data by subgroup was not available<br><br>Data Year: 25-26<br>Data Source: Local Data | |
| 2.10 | Chronic Absenteeism | All: 17.2%<br>EL: 16.9%<br>SED: 22.8%<br>FY: 28.4%<br>Weldon: 34.2%<br>Enterprise: 63.2%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | All: 15.7%<br>EL: 15.4%<br>SED: 21.3%<br>FY: 26.9%<br>Weldon: 32.7%<br>Enterprise: 61.7%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 2.11 | Middle School Drop Out Rate | All: 0%<br>EL: 0%<br>SED: 0%<br>FY: 0%<br><br>Data Year: 22-23<br>Data Source: CALPADS Fall 1 | | | All: 0%<br>EL: 0%<br>SED: 0%<br>FY: 0%<br><br>Data Year: 25-26<br>Data Source: CALPADS Fall 1 | |
| 2.12 | High School Drop Out Rate | All: 1%<br>EL: 1.7%<br>SED: 1.7%<br>FY: 10.5% | | | All: 0.5%<br>EL: 1.0%<br>SED: 1.0%<br>FY: 9% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | Data Year: 22-23 Data Source: DataQuest | | | Data Year: 25-26 Data Source: DataQuest | |
| 2.13 | High School Graduation Rate | All: 95.9% EL: 93.0% LI: 94.9% FY: 78.9% Data Year: 22-23 Data Source: DataQuest | | | All: 96% EL: 94% LI: 95.1% FY: 79.1% SWD: 62.6% Data Year: 25-26 Data Source: DataQuest | |
| 2.14 | Suspension Rate | All: 4.7% EL: 4.3% SED: 6.7% FY: 22.8% African-American: 11.4% Boris: 8.0% Gettysburg: 3.1% Clark: 12.4% CCDS Secondary: 35.4% Gateway: 24.3% Data Year: 22-23 Data Source: Dashboard | | | All: 3.6% EL: 3.4% SED: 5.8% FY: 21.9% African-American: 10.5% Boris: 7.1% Gettysburg: 2.2% Clark: 11.5% CCDS Secondary: 34.5% Gateway: 22.4% Data Year: 25-26 Data Source: Dashboard | |
| 2.15 | Expulsion Rate | All: 0.1% EL: 0.1% LI: 0.2% FY: 0.3% | | | All: 0.1% EL: 0.1% LI: 0.1% FY: 0.2% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Year: 22-23<br>Data Source: DataQuest | | | Data Year: 25-26<br>Data Source: DataQuest | |
| 2.16 | Parent Overall Safety Satisfaction | 85%<br><br>Data Year: 2022-23<br>Data Source: SART Survey | | | 87%<br><br>Data Year: 2026-27<br>Data Source: SART Survey | |
| 2.17 | Staff Overall Safety Satisfaction | 81%<br><br>Data Year: 2023-24<br>Data Source: Climate Assessment | | | 83%<br><br>Data Year: 2026-27<br>Data Source: Climate Assessment | |
| 2.18 | Student Overall Safety Satisfaction | All: 73%<br>EL: 78%<br>SED: 73%<br>FY: 72%<br><br>Data Year: 23-24<br>Data Source: LCAP Student Survey | | | All: 76%<br>EL: 80%<br>SED: 75%<br>FY: 74%<br><br>Data Year: 26-27<br>Data Source: LCAP Student Survey | |
| 2.19 | Parent Overall Connectedness to School | 87%<br><br>Data Year: 2022-23<br>Data Source: SART Survey | | | 89%<br><br>Data Year: 2026-27<br>Data Source: SART Survey | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.20 | Staff Overall Connectedness to School | 86%<br><br>Data Year: 23-24<br>Data Source: LCAP Student Survey | | | 88%<br><br>Data Year: 26-27<br>Data Source: LCAP Student Survey | |
| 2.21 | Student Overall Connectedness to School | All: 69%<br>EL: 78%<br>SED: 70%<br>FY: 69%<br><br>Data Year: 23-24<br>Data Source: LCAP Student Survey | | | All: 71%<br>EL: 80%<br>SED: 72%<br>FY: 71%<br><br>Data Year: 26-27<br>Data Source: LCAP Student Survey | |
| 2.23 | Access to Broad Course of Study as Measured by Review of Teacher and/or Master Schedule | 100%<br><br>Data Year: 22-23<br>Source: Dashboard | | | 100%<br><br>Data Year: 25-26<br>Source: Dashboard | |
| 2.24 | Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs | Full Implementation<br><br>Data Year: 22-23<br>Source: Dashboard | | | Full Implementation<br><br>Data Year: 25-26<br>Source: Dashboard | |

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Custodial and Grounds Services | Provide custodial and grounds services that will provide a direct and indirect role in Clovis Unified's academic performance, student connectedness, and overall school climate. These services impact: Safety and cleanliness Positive school climate Support for student engagement Resource allocation Community perception Environmental impact | $33,560,283.00 | No |
| 2.2 | Maintenance & Repair of School Facilities | Provide maintenance and repair of school facilities that will provide a direct and indirect role in Clovis Unified's academic performance, student connectedness, and overall school climate. These services impact: | $19,500,926.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | Safety and health<br>Comfort and accessibility<br>Positive learning environment<br>Reduced disruptions<br>Teacher morale and effectiveness<br>Community perception and support | | |
| 2.3 | Student Health Center | To support meeting students' health needs, Clovis Unified will provide the following:<br>A student health center<br>Nurse practitioner<br>Licensed vocational nurse | $710,775.00 | Yes |
| 2.4 | Aligned Instructional Materials & Supplies | Successfully implementing the California Content Standards and offering a rigorous, broad course of study requires aligned instructional materials and supplies. Provide aligned instructional materials and supplies and professional development surrounding the instructional materials and supplies, | $5,990,124.00 | No |
| 2.5 | Supplemental Resources | To academic achievement, Clovis Unified will provide the following:<br>Supplemental resources & materials | $745,880.00 | Yes |
| 2.6 | Increased Access to Technology | To support student needs to have access to technology for learning Clovis Unified will ensure students have access to devices. | $500,000.00 | Yes |
| 2.7 | VAPA Support | To support student connectedness through VAPA involvement, Clovis Unified will provide the following:<br>Repairing and purchasing of performing arts equipment to use as "loaners." | $879,358.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Provide additional materials and resources.<br>Administrative support, support staff, and teachers on special assignment to assist the Visual and Performing Arts programs throughout the district | | |
| **2.8** | Increase Connection Points to School | To increase connection points, Clovis Unified will provide the following:<br><br>Reduce or eliminate student attendance charges at school events and charges for Unitrack college courses<br>Parent academies<br>Transition team centers material and supplies to make meaningful connections and provide educational opportunities.<br>Trips and exposure to experiences that offer mentoring and leadership-building skills | $570,000.00 | Yes |
| **2.9** | Transition SRL's | To support students' sense of belonging and connection, Clovis Unified will provide the following for Transition Teams to support students:<br>Student Relations Liaisons (SRLs)<br>Instructional Assistants (IAs) | $3,261,618.00 | Yes |
| **2.10** | Transition Directors | To support students' connectedness to school, attendance, and academic success, Clovis Unified will provide the following for Transition Teams:<br>Transition Directors | $1,022,180.00 | Yes |
| **2.11** | Transition Counselors | To support students' to remain on track to graduate, Clovis Unified will provide the following for Transition Teams:<br>Transition Counselors | $1,301,051.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.12** | Transition LD's | To support students' through the Transition Teams, Clovis Unified will provide:<br>Transition Learning Directors for each of the 5 comprehensive high schools | $1,334,403.00 | Yes |
| **2.13** | Diverse Student Engagement and Support | To address the critical need to improve perceptions of fairness, value, and respect toward students due to their diverse backgrounds, Clovis Unified will provide the following:<br>Provide an administrator dedicated to promoting equitable and engaging classrooms.<br>Student success conferences focused on various backgrounds<br>Resources, motivational speakers, transportation, and supplies/materials to support the student success conferences | $272,068.00 | Yes |
| **2.14** | African-American Suspension Support | The LEA examined the needs of African American students by looking at state and local data at the district and site levels.<br><br>This action will address the following Reds on the 2023 Dashboard:<br>LEA Level<br>African American: Suspension Rates<br><br>Clovis Unified will provide professional development to support root cause analysis through the improvement science model for individual school sites which will enable them to develop individualized plans centered on African American suspension rates. Professional development will also be provided to meet the individual needs of school site plans. Sites will utilize research-based intervention strategies to decrease suspension rates in their African-American subgroup. Through continuous improvement cycles, sites will also maintain on-going progress monitoring of their suspension data throughout the school year and modify their plans accordingly. Ongoing support will be provided by the Accountability Department in conjunction with Student Services and School Attendance Department. | $100,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.15** | Elementary Suspension Support | Clovis Unified will continue to provide additional support and resources to help students with improving behavior and reduce the suspension rates at elementary schools.<br><br>The LEA examined suspension rates for state and local data at the district and site levels.<br><br>This action will address the following Reds on the 2023 Dashboard:<br>Site Level<br>Boris: All students, Hispanic, White<br>Fancher Creek--African American, White<br>Fort Washington--White<br>Gettysburg--Hispanic<br>Mountain View--Hispanic<br>Pinedale--White<br>Reagan--Two or More Races<br>Red Bank--White<br><br>These purchases are aimed at supporting the above students in their behavior.<br><br>Curriculum and Instructional Materials: The district is purchasing supplemental curriculum focusing on behavioral support. This includes instructional materials that support structured behavioral intervention and individualized support for students who need behavioral support.<br><br>Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for behavioral intervention.<br><br>Staffing: Hiring additional staff to support students, including instructional aides, campus monitors, administrators, and additional personnel for Tier 1, Tier 2, and Tier 3 behavior interventions.<br><br>Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, | $300,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | including consistent progress monitoring, baseline data collection, and developing intervention plans.<br><br>Behavioral Support and Interventions: Implementing behavioral support systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension.<br><br>Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and behavioral support models to accommodate the varied needs and circumstances of students.<br><br>Boris--All Students<br>Provide more structured recess activities and intramurals.<br><br>Boris--White<br>Institute Restorative Justice practices as an alternative to suspension practices for White students. Establish clarity regarding schoolwide expectations and provide incentives through Positivity Project and PBIS character education and practices for White students.<br><br>Boris--Hispanic<br>Institute Restorative Justice practices as an alternative to suspension practices for Hispanic population.  In addition, Boris will establish an adult mentor group for Hispanic males that will work with the students on time management, self-control, presentation/grooming, and academic success. Establish clarity regarding schoolwide expectations and provide incentives through Positivity Project and PBIS character education and practices with a focus on Hispanic culture and social-emotional well being of the students.  Boris will focus on the more active involvement in co-curriculars for the white population of students with the potential for leadership positions in student council, etc.<br><br>Fancher Creek--African American<br>Implementing small group services for students focused making best choices and equipping students with strategies to navigate conflicting situations effectively. These sessions will be facilitated by administrators and support staff on a regular basis. The goal is to provide targeted interventions that empower students to manage their impulses and thrive in | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | various social settings. Implementing one phone call a week for African-American students who have been suspended to reinforce a supportive and encouraging environment, fostering stronger connections between families and the school community.<br><br>Fort Washington--White<br>Implementing a comprehensive approach to promote positive behavior and socio-emotional learning (SEL) among our students. This includes adopting a PBIS (Positive Behavioral Interventions and Supports) initiative, integrating Positivity Project lessons, and incorporating morning messages focused on SEL. Additionally, utilizing check-in/check-out interventions to provide personalized support. Efforts also involve implementing the Second Step curriculum through small group sessions and utilizing Clovis Support and Intervention. Collaborating with All-for-Youth for additional resources and support, and developing individual student behavior plans to address specific needs<br><br>Gettysburg--All Students<br>Gettysburg will reduce the use of exclusionary discipline for SWDs by utilizing restorative approaches. Hire staff to offer structured recess to provide learning opportunities with a staff member that can model positive social and emotional skills. Provide a multi-tiered system of support for behavior and use positive reinforcement when SWDs are following clear and consistent expectations. Provide All for Youth services and staff training for Clovis Support and Intervention (CSI) to provide non-punitive approach to make a positive impact on behaviors that could be the result of a disability.<br><br>Gettysburg--Hispanic<br>Enhance the school environment by hiring staff to facilitate structured recess activities, fostering positive reinforcement for Hispanic students. Additionally, collaborate with All for Youth to expand resources and support network for Hispanic students. Equip the staff with effective intervention strategies by providing Clovis Support and Intervention training sessions. These initiatives aim to create a nurturing and supportive atmosphere conducive to Hispanic students' success and well-being. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Mountain View--Hispanic<br>Provide Parent Nights/Resources that address specific areas of development including adapting behaviors to your social environment (home vs school) for Hispanic students and families. This will utilize purchased curriculum and district personnel. Staff collaborate with the Curriculum, Instruction, and Accountability Department to help develop staff strategies to support Hispanic students through professional development on site.<br><br>Pinedale--White<br>Hire a full-time Student Relations Liaison (SRL) position to the team. The SRL will play a vital role in the efforts to support White students' well-being and success. Responsibilities will include the following for White students: serving as a mentor, conducting check-ins/check-outs, facilitating Clovis Support and Intervention groups, and collecting data on students struggling with emotional regulation both inside and outside the classroom. Additionally, the SRL will collaborate with educators to integrate Second Step lessons into classroom activities, further promoting social-emotional learning. This position reflects our commitment to providing comprehensive support to White students, addressing their individual needs, and fostering a positive school environment conducive to learning and growth. We believe that the SRL will make a significant impact on the well-being and suspension rates for White students.<br><br>Reagan--Two or More Races<br>Implementing small group services for students who are two or more races, focused on impulse control, equipping students with strategies to navigate conflicting situations effectively. These sessions will be facilitated by the counselor and will occur once a week. The goal is to provide targeted interventions that empower students to manage their impulses and thrive in various social settings.<br><br>Red Bank--White<br>Utilize the following to target support for White students: PBIS  Bobcat Buddies, led by 1st-grade teachers, which utilizes the Second Step program to address emotional and social deficiencies among select 1st | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | and 2nd-grade students. Structured Recess provides guidance and education in positive social play for students in grades 2-4, led by a credentialed teacher during lunch recess. The program emphasizes play-based learning and includes a leadership component where older students serve as positive role models and leaders, demonstrating desirable peer interaction. Expand the Clovis Support and Intervention groups by doubling the number of staff trained to run these groups, offering more support and intervention .Peer buddy program where selected students volunteer their time to interact and engage with younger students in our special education classrooms and programs during recess. The Kindness Club for primary students to learn about and practice kindness. Students are recommended to the club by classroom teachers who recognize the need for this type of support. | | |
| 2.16 | Middle School Suspension Support | Clovis Unified will continue to provide additional support and resources to help students with improving behavior and reduce the suspension rates at middle schools.<br><br>The LEA examined suspension rates for state and local data at the district and site levels.<br><br>This action will address the following Reds on the 2023 Dashboard:<br><br>Site Level<br>Clark--All student groups, Asian, EL, Hispanic, Two or More Races<br>Alta Sierra--African American<br>Granite Ridge--African American, EL,<br>Reyburn--African American, EL<br><br>These purchases are aimed at supporting the above students in their behavior.<br><br>Curriculum and Instructional Materials: The district is purchasing supplemental curriculum focusing on behavioral support. This includes | $200,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional materials that support structured behavioral intervention and individualized support for students who need behavioral support.<br><br>Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for behavioral intervention.<br><br>Staffing: Hiring additional staff to support students, including instructional aides, campus monitors, administrators, and additional personnel for Tier 1, Tier 2, and Tier 3 behavior interventions.<br><br>Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans.<br><br>Behavioral Support and Interventions: Implementing behavioral support systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension.<br><br>Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and behavioral support models to accommodate the varied needs and circumstances of students.<br><br><br>Clark-All students<br>Revising lunch schedules and structured activities offered at lunch to students.  Additionally, the following will occur: conducting chieftain connection lessons to support social-emotional learning to impact positive behavior choices, offering student clubs, utilizing campus monitors and additional staff for supervision, implementing positive behavior strategies throughout the school, utilizing the study strategies class to support students, and using the Navigate 360 Restorative Behavior Intervention curriculum.  Bi weekly data monitoring to make adjustments to strategies.<br><br>Clark-Asian | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Include strategies in all student groups in addition, encourage student to join the Asian Student Union club for additional supports and growth.  With in the Asian Student Union club, present opportunities for students to get involved with the school community school.  Monitor student discipline data to make adjustments to strategies<br><br>Clark-EL<br>Include strategies in all student groups in addition, use EL classes to specifically teach SEL and conflict resolution.  Monitor student discipline data to make adjustments to strategies<br><br>Clark-Hispanic<br>Include strategies in all student groups in addition, encourage student to join the Latino student union club for additional supports and growth.  With in the Latino Student Union club, present opportunities for students to get involved with the school community school.  The Latino's make up almost half of the student population, 48%, strategies used will all student groups will benefit all Latino students.  Monitor student discipline data to make adjustments to strategies.<br><br>Clark-Two or more races<br>Include strategies in all student groups in addition, target these students to get involved in school.  Students will have a choice of co-curricular, visual performing art, or club.  Participation will connect student to a positive adult on campus and support social and SEL needs.<br><br>Alta Sierra--African American<br>Conduct ongoing conferencing with Student Relations Liaisons and the Transition Team.  Prior to suspensions, implement educationally, restorative, or progressive behavioral supports prior to suspension. Connect African American students to co-curricular activities. Conduct 2nd step lessons for conflict resolutions for African-American students. Conduct weekly group discussion opportunities on self-esteem, healthy teen relationships, bullying, and other pertinent topics.<br><br>Granite Ridge--African-American | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Work with the African-American Student Leadership Team to identify concerns, address systematic problems along with educating the staff on cultural awareness.<br><br>Granite Ridge--EL<br>The Granite Ridge administration and staff will work with their IDAC (Intercultural Diversity Advisory Council) to identify problems of practice, address systematic concerns, and support the transition of their EL student population. Additionally, they will work to inform, train and support staff working with EL students inside and outside the classroom.<br><br>Reyburn--African American, EL<br>Increase the number of African American and EL students and staff participating in the campus check-in and check-out system.  Review data, find commonalities, and review best practices. Hire an additional campus monitor, SRL, and GIS to serve African-American and EL students. Begin Positive Behavior celebrations and pilot the Positivity Project with a focus on African-American and EL students.  Implement the 5 STAR Students positive behavior system focusing on African American and EL students. | | |
| **2.17** | High School Suspension Support | Clovis Unified will continue to provide additional support and resources to help students with improving behavior and reduce the suspension rates at high schools.<br><br>Specifically, to address the following Reds on the 2023 Dashboard:<br><br>The LEA examined suspension rates for state and local data at the district and site levels.<br><br>This action will address the following Reds on the 2023 Dashboard:<br>Site Level<br>Buchanan--African-American<br>Clovis High--Hispanic<br>Clovis West--African-American | $200,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | These purchases are aimed at supporting the above students in their behavior.<br><br>Curriculum and Instructional Materials: The district is purchasing supplemental curriculum focusing on behavioral support. This includes instructional materials that support structured behavioral intervention and individualized support for students who need behavioral support.<br><br>Professional Development and Training: Investment in ongoing professional development for educators on topics such as education code violations, restorative practices, strategies to work with student behaviors, and best practices for behavioral intervention.<br><br>Staffing: Hiring additional staff to support students, including instructional aides, campus monitors, administrators, and additional personnel for Tier 1, Tier 2, and Tier 3 behavior interventions.<br><br>Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans.<br><br>Behavioral Support and Interventions: Implementing behavioral support systems, structured time during lunch and passing periods, debriefing after big behaviors, and providing alternative options to suspension.<br><br>Enhanced Scheduling Flexibility: Purchasing systems and tools that allow for flexible scheduling and behavioral support models to accommodate the varied needs and circumstances of students.<br><br><br><br>Buchanan--African-American<br>Support to decrease suspension for African-American students through the following initiatives:<br>Re-entry meetings after a suspension: These meetings are crucial for reintegrating students back into the school community after a suspension. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | They provide an opportunity to identify any concerns or issues the African-American student may be facing and to offer appropriate support to ensure their successful return.<br><br>Positivity Project: Focusing on a different character trait each week can help promote a positive school culture and reinforce important values among African-American students and staff.<br>Flexible engagement hour: Offering a dedicated hour for choice and intervention allows African-American students to pursue activities they're passionate about while also providing support for those who may need extra assistance or guidance.<br><br>Mentoring check-in with students: Regular check-ins with mentors from student services can provide students with valuable support and guidance, helping them navigate challenges and achieve their academic and personal goals.<br><br>Educating African-American freshmen and new-to-district African-American students: Hosting expectation meetings and introducing them to support staff can help ease the transition for incoming students, ensuring they feel welcome and supported from the start.<br><br>Diverse Hiring: Ensuring diversity, particularly within African-American student services, can help create a more inclusive and representative support system for the student body. Having mentors and contacts who reflect the diversity of the African-American student population can foster stronger connections and understanding.<br><br><br>Clovis High--Hispanic<br>Support to decrease suspension for Hispanic students through the following initiatives:<br>Increased Level 2 Intervention: Identify Hispanic students who may benefit from additional academic or social-emotional support beyond the universal interventions provided at Level 1. This could involve small-group interventions, targeted skill-building activities, or counseling services tailored to meet student's specific needs. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Data-Driven Decision Making: Use data to identify Hispanic students who are at risk of falling behind academically or experiencing social-emotional difficulties. Regular progress monitoring can help track Hispanic students' growth and inform decision-making regarding the intensity and duration of interventions.<br><br>Collaborative Problem-Solving: Involve teachers, counselors, administrators, and other educational partners in collaborative problem-solving teams to develop and implement intervention plans for Hispanic students requiring Level 2 support. This multidisciplinary approach ensures that interventions are comprehensive and effectively address students' needs.<br><br><br>Clovis West--African-American<br>Create a system that connects at-risk African-American students to a trusted adult on campus. Continued collaboration with educational partners (Transition mentors, counselors, Mental Health Support Providers, Student Responsibility Center) and connecting African-American students to intentional opportunities where they can have a voice at the table such as the Principal's Advisory on Student Affairs. Provide incentives for African-American student growth and participation in these committees to African-American students. Invite community leaders to speak with the small groups about opportunities in the community, inspirational speakers, and encouraging participation within African-American student success conferences. | | |
| **2.18** | Chronic Absenteeism Support | Clovis Unified will continue to provide additional support and resources to help students with improving attendance and reduce the chronic absenteeism rates for all schools in the LEA.<br>After looking at the red indicators on the dashboard at both the LEA and site levels, Clovis Unified completed a needs assessment to examine the root causes of high chronic absenteeism rates for all schools.<br><br>Specifically, to address the following Reds on the 2023 Dashboard:<br>Alta Sierra, African American | $100,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Cedarwood, Asian, Two or More Races<br>Enterprise, Hispanic<br>Fancher Creek, African American, White<br>Nelson, African American<br>Pinedale, White<br>Weldon, All students, Hispanic, White<br><br>These purchases are aimed at supporting the above students in their attendance<br><br>• Professional Development and Training: Investment in ongoing professional development for educators on how to make connections with families and students.<br>• Staffing: Hiring additional staff to support making contacts with families.<br>• Assessment and Data Analysis Tools: Utilizing progress monitoring processes and structured systems to collect and analyze data for students, including consistent progress monitoring, baseline data collection, and developing intervention plans.<br>• Incentives: items to incentivize students to attend school.<br><br>Alta Sierra, African American<br>• Ongoing conference with Student Relations Liaisons and Transition Team. Connection to co-curricular activities, 2nd step lessons for conflict resolution, and continue the Student Attendance Review Process.<br>Cedarwood, Asian, Two or More Races<br>• Educate parents/community about health guidelines for attendance during the beginning of the year/new student orientation. Educate parents about clearing absence. Educate teachers and the community about independent studies options. Provide incentive tickets for being present into drawing during higher weeks/days of absenteeism.<br>Enterprise, Hispanic<br>• Reduce chronic absenteeism through our plan, do, study act work<br>Fancher Creek, African American, White | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Weekly attendance contracts for students with excessive absences tied to incentives for improving attendance.<br>Nelson, African American<br>• Continue Student Attendance Review Process and make personal phone calls home to offer assistance.<br>Pinedale, White<br>• Fund Instructional Assistant I Home Liaison for 4 hours a day to focus on building relationships with families who are struggling with attendance and tardies. Help to educate parents about the importance of being at school and provide incentives for improving attendance.<br>Weldon, Hispanic, White<br>• Provide incentives that draw attention to the importance of consistent daily school attendance. Keep our parents well informed of our progress towards increased daily student attendance. | | |
| **2.19** | Technical Assistance Support to Reduce Suspension Rates | Clovis Unified will collaborate with Fresno County Office of Education to use the research-based improvement science model to provide professional development for administrators, teachers, student relations liaisons, and additional support staff to conduct a four-phase practice to reduce suspension rates.<br><br>Phase 1<br>Articulate the problem of practice<br>Perform a data dive<br>Process their analysis<br>Research knowledge<br><br>Phase 2<br>Review user perspective<br>Review research plan<br>Review research knowledge<br>Identify root causes<br>Research root causes | $50,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Phase 3<br>Research knowledge<br>Develop aim<br>Identify drivers<br>Generate change ideas<br>Plan for improvement journey<br><br>Phase 4<br>Improvement Journey--monthly meetings through the year to review the effectiveness of the Theory of Improvement to ensure the identified changes are resulting in improvement<br>Adapt the Theory of Improvement based on the monthly feedback from the users | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | Hire, Develop, Sustain, and Value a High-Quality, Diverse Workforce | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This broad goal was designed to build actions that lead to a high-quality workforce. This goal is well-aligned to our district's founding mantra that it is "People, Not Programs" that make the most difference in the lives of our students and it is people that will help students achieve their maximum potential. Goal 3 supports both Goal 2 and Goal 1. Without a quality workforce, we couldn't maximize student achievement and we couldn't operate with efficiency and effectiveness. This goal is written to ensure that we hire, develop and maintain diverse staff and embed our system with high-quality professional development to continue to build capacity in our people. In Clovis Unified, we value the whole child and know that it takes a village to support the myriad of issues that our schools face today. Not only are our classrooms centered on well-aligned curriculum and quality instruction, but staff work tirelessly to ensure that students have the social-emotional aspects supported and that they are entrenched in a culturally diverse and rich environment. For this goal, we measure our teacher assignments, ensuring that credentialed teachers are in place and adequately certified. We measure our professional development, using our systems to train 100% of our teachers in professional development throughout the year. We also consider our classrooms and measure the implementation of our standards across our district classrooms, guaranteeing that our students all are being taught with state-approved curriculum, aligned to state standards. Actions within this goal include all general operating costs. This goal also includes an action for learning directors to oversee programs at the school site and support professional learning across the district. An important action is funding for our district's professional development, supporting all teachers in teaching the standards, assisting with social-emotional learning, and providing a culturally rich environment for our diverse student population.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Smarter Balanced ELA Met or Exceeded | All: 66.2%<br>EL: 20.0%<br>LI: 53.8% | | | All: 70%<br>EL: 23%<br>LI: 56% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | FY: 18.5%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | FY: 21%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 3.2 | Smarter Balanced Math Met or Exceeded | All: 51.0%<br>EL: 17.5%<br>LI: 36.9%<br>FY: 11.1%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | All: 55%<br>EL: 20%<br>LI: 39%<br>FY: 14%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 3.3 | Smarter Balanced ELA Distance from Standard | All: 38.8<br>EL:-13.9<br>LI: 7.9<br>FY: -53.5<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | All: 47.9<br>EL:-4.9<br>LI: 16.9<br>FY: -44.5<br><br>Data Year: 25-26<br>Data Source: Dashboard | |
| 3.4 | Smarter Balanced Math Distance from Standard | All: -0.7<br>EL: -45<br>LI: -33.4<br>FY: -95.4<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | All:  10<br>EL: -36<br>LI: -24.4<br>FY: -86.4<br><br>Data Year: 25-26<br>Data Source: Dashboard | |
| 3.5 | Local ELA Assessment | All: 51%<br>EL: 16%<br>SED: 28% | | | All:55%<br>EL:19%<br>SED: 31% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | FY: 23%<br><br>Data Yr: 23-24<br>Data Source: Local Benchmark Assessment | | | FY: 26%<br><br>Data Year: 26-27 Winter<br>Data Source: Local Benchmark Assessment | |
| 3.6 | Local Math Assessment | All: 37%<br>EL: 13%<br>SED: 25%<br>FY: 9%<br><br>Data Yr: 23-24 Winter<br>Data Source: Local Benchmark Assessment | | | All: 41%<br>EL:16%<br>SED: 28%<br>FY: 12%<br><br>Data Year: 26-27 Winter<br>Data Source: Local Benchmark Assessment | |
| 3.7 | EAP ELA | All: 80.5%<br>EL: 18.9%<br>LI: 71.1%<br>FY: 23.6%<br><br>Data Year: 22-23<br>Data Source: DataQuest | | | All: 85.5%<br>EL: 21.9%<br>LI: 74.1%<br>FY: 26.6%<br><br>Data Year: 25-26<br>Data Source: DataQuest | |
| 3.8 | EAP Math | All: 45.3%<br>EL: 5.4%<br>SED: 32.3%<br>FY: *Less than 10 students-data not reported<br><br>Data Year: 22-23 | | | All: 50.3%<br>EL: 8.4%<br>SED: 35.3%<br>FY: TBD<br>SWD: 11.2<br>Gateway All: 5.5%<br><br>Data Year: 25-26 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: DataQuest | | | Data Source: DataQuest | |
| 3.9 | Appropriately Assigned and Fully Credentialed Teachers | 5% Misassignments 0% Vacancies<br><br>Data Year: 23-24 Data Source: Dashboard | | | 0% Misassignments 0% Vacancies<br><br>Data Year: 26-27 Data Source: Dashboard | |
| 3.10 | Access to Standards-Aligned Instructional Materials | 100%<br><br>Data Year: 23-24 Data Source: Williams Act | | | 100%<br><br>Data Year: 26-27 Data Source: Williams Act | |
| 3.11 | Facilities Maintained in Good Repair | 100%<br><br>Data Year: 23-24 Data Source: Dashboard | | | 100%<br><br>Data Year: 26-27 Data Source: Dashboard | |
| 3.12 | Implementation of Standards for All Students and Enable Els Access to CCSS and ELD Standards | 100%<br><br>Data Year: 23-24 Data Source: Dashboard | | | 100%<br><br>Data Year: 26-27 Data Source: Dashboard | |
| 3.13 | Provide Professional Development | 100% of certificated teachers attended<br><br>Data Year: 23-24 Data Source: Dashboard | | | 100% of certificated teachers attended<br><br>Data Year: 26-27 Data Source: Dashboard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 3.14 | Implement CA Content Standards Via Walk Through and Formal Teacher Observations | 100%<br><br>Data Year: 23-24<br>Data Source: Dashboard | | | 100%<br><br>Data Year: 26-27<br>Data Source: Dashboard | |

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | On-going Operating Costs | On-going operating costs to maintain existing programs and services to students such as<br>operational expenses<br>instructional supplies | $415,033,199.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | adult education<br>utility costs<br>transportation services<br>custodial services<br>induction<br>teachers<br>administration<br>clerical support<br>salaries<br>statutory and benefits<br>existing intervention services<br>co- curricular programs | | |
| **3.2** | Professional Development | To support the academic achievement of EL, FY, and LI, Clovis Unified will provide the following:<br>Personnel to implement California's content standards<br>Personnel to implement AVID strategies<br>Personnel to develop new curricular units and assessments aligned with standards<br>Provide professional development | $1,979,721.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Maximize Achievement for ALL Students at Gateway High School

Over the upcoming three years, Gateway aims to enhance academic achievement for all students, with a specific focus on LI students, targeting an increase of 5% in proficiency levels in English Language Arts (ELA) and mathematics and distance from standard, as measured by SBAC results, along with progress monitoring through local benchmark assessments.

Over the upcoming three years, Gateway aims to enhance academic achievement for all students, with a specific focus on LI students and Hispanic students. It targets an increase of ?% in proficiency levels on the College and Career Dashboard Indicator for LI and Hispanic Students. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data underscores the need to persist in efforts at Gateway High (designated as an Equity Multiplier site) aimed at ELA, math, and the College and Career Indicator (CCI) performance, especially among LI students for ELA and math and Hispanic students for CCI. Educational partners have particularly highlighted a need for increased support to address the diverse needs of our student population. Our approach to improving ELA and math performance involves targeted interventions aligned with our goals, with progress monitoring and measures of our effectiveness using California Dashboard metrics (ELA and math SBAC) for LI students. Additionally, educational partners have voiced the need for additional support for Hispanic students to prepare and explore post-secondary options.

Based on a local needs assessment, Hispanic students at the alternative site have lower college and career readiness, as well as ELA and math achievement, due to factors such as limited access to advanced coursework and resources and potential language barriers that can impact academic performance. Additionally, socio-economic challenges can further hinder their academic progress and readiness for post-secondary opportunities.

Based on a local needs assessment, low-income students at the alternative site have lower college and career readiness and ELA and math achievement due to limited access to educational resources, extracurricular opportunities, and advanced coursework. Additionally, socio-economic challenges such as instability at home, food insecurity, and less access to academic support services can further impede their academic progress.

Gateway collaborated with educational partners to inform their communities about the Equity Multiplier funds, ensuring them that there's a focus on guaranteeing fair and equitable distribution of resources to support all students, regardless of background or circumstances. Additionally, there were discussions centered on various aspects of student performance and support systems. They shared data from their dashboards, with an emphasis on state indicators that were in the red to gather input on how to improve in those specific areas.  After reviewing this information and engaging in discussions centered on academic, social-emotional, and behavioral supports, the schools set a goal to improve student achievement, with a focus on ELA, math, and CCI. This indicates a commitment to fostering a positive and supportive atmosphere that promotes student success in all aspects of their education.

The LEA examined the needs of all students by looking at state and local data at the district and site levels. In addition to supporting all students, this action will address the following Reds on the 2023 Dashboard.

All Students: ELA, Math, and CCI, Gateway High School
SED: ELA, Math, and CCI, Gateway High School
Hispanic: CCI, Gateway High School

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Smarter Balanced ELA Met or Exceeded | Gateway All: 27.2% Gateway LI: 19.8% <br><br> Data Year: 22-23 Data Source: DataQuest | | | Gateway All: 30% Gateway LI: 22% <br><br> Data Year: 25-26 Data Source: DataQuest | |
| 4.2 | Smarter Balanced Math Met or Exceeded | Gateway All: 2.5% Gateway LI: 1.0% <br><br> Data Year: 22-23 Data Source: DataQuest | | | Gateway All: 5% Gateway LI: 3.0% <br><br> Data Year: 25-26 Data Source: DataQuest | |
| 4.3 | Smarter Balanced ELA Distance from Standard | Gateway All: 62.3 points below | | | Gateway All: -52.9 Gateway LI: -73.8 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Gateway LI: 83.8 points below<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | Data Year: 25-26<br>Data Source: Dashboard | |
| 4.4 | Smarter Balanced Math Distance from Standard | Gateway All: 194 points below standard<br>Gateway LI: 207.4 points below standard<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | Gateway All: -184<br>Gateway LI: -197.4<br><br>Data Year: 25-26<br>Data Source: Dashboard | |
| 4.5 | CCI Indicator | Gateway All: 7.7% prepared<br>Gateway LI: 5.4% prepared<br>Gateway Hispanic: 6.8% prepared<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | Gateway All: 10% prepared<br>Gateway LI: 8% prepared<br>Gateway Hispanic: 9% prepared<br><br>Data Year: 25-26<br>Data Source: Dashboard | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Instructional Supplemental Resources | After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of ELA, Math, College and Career Indicator (CCI) scores:<br><br>Specifically, to address the following Reds on the 2023 Dashboard:<br>All Students: ELA, Math, and CCI, Gateway High School<br>SED: ELA, Math, and CCI, Gateway High School<br>Hispanic: CCI, Gateway High School<br><br>Provide resources to implement supplemental programs tailored to meet the specific needs of SED students, including tutoring and academic support, interventions, and language support programs. Additionally, provide access to technology and other platforms to support learning. Ensure that these resources are aligned with student needs and focus on enhancing academic achievement, particularly in English Language Arts (ELA) and mathematics. Provide resources for SED and Hispanic students that support accessing post-secondary options such as online platforms to develop their career interests, knowledge of requirements for a career, and additional resources to support CCI. This may include providing necessary supplies, offering stipends for staff involved, and creating additional positions to support the successful implementation of these supplemental resources. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.2** | Professional Development | After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of ELA, Math, and CCI scores:<br>Specifically, to address the following Reds on the 2023 Dashboard:<br>All Students: ELA, Math, and CCI, Gateway High School<br>SED: ELA, Math, and CCI, Gateway High School<br>Hispanic: CCI, Gateway High School<br><br>Provide targeted professional development sessions for staff aimed at implementing effective tier 1 and tier 2 systems and strategies for ELA and math for SED students. These sessions should empower educators with the tools and techniques necessary to identify and address the underlying factors contributing to low performance in English Language Arts (ELA) and mathematics. Through these trainings, teachers can learn how to differentiate instruction, provide targeted interventions, and create supportive learning environments that meet the targeted needs of SED students. Additionally, provide professional development for counselors and staff to assist all students, specifically SED and Hispanic students to be academically prepared for college and career readiness, as well as teaching them to have the appropriate tools to successfully navigate the steps to their career pathway. | | No |
| **4.3** | Additional Academic Support through Community Agencies | After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the causes of ELA, Math, and CCI scores:<br>Specifically, to address the following Reds on the 2023 Dashboard:<br>All Students: ELA, Math, and CCI, Gateway High School<br>SED: ELA, Math, and CCI, Gateway High School<br>Hispanic: CCI, Gateway High School<br><br>Collaborate with community partners to provide access to additional academic, intervention, and career readiness resources for all students, | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | specifically SED and Hispanic students facing learning loss and needing access to post-secondary options. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **5** | Maximize Engagement for ALL Students at Clovis Community Day School (CCDS) Elementary, Clovis Community Day School (CCDS) Secondary, and Gateway High School.<br><br>Over the next three years, Clovis Community Day School Secondary and Gateway will reduce suspension rates for all students, particularly among<br>CCDS Secondary White by 5%<br>CCDS Secondary SED by 5%<br>CCDS Secondary Hispanic by 5%<br>Gateway all students by 5%<br>Gateway Hispanic students by 5%<br>Gateway EL students by 5%<br>Gateway FY students by 7%<br>Gateway SED students by 5%<br>Gateway SWD students by 5%<br><br>Over the next three years, Clovis Community Day School Secondary and Gateway will reduce chronic absenteeism among<br>CCDS Secondary, SED students by 5%<br><br>Clovis Community Day School Elementary will reduce chronic absenteeism by 5% and suspension rate by 5%. | Equity Multiplier Focus Goal |

### State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data highlights the critical need to continue our efforts in reducing suspension rates among all students, in particular, English Learners (EL), Foster Youth (FY), Low-Income (LI), Hispanic, White, and Students with Disabilities (SWD) attending Clovis Community Day School (CCDS) Secondary and Gateway High School, both of which are designated as Equity Multiplier sites. Additionally, there is a need to reduce chronic absenteeism among SED students at CCDS Secondary, FY students at Gateway, and all students at CCDS Elementary. This necessity is further underscored by feedback from our educational partners, who have stressed the importance of enhanced support to meet the diverse needs of our student population.

Based on a local needs assessment, Hispanic and EL students at the alternative site have higher suspension rates due to factors such as cultural, socioeconomic, language, academic, and family challenges. FY students have higher suspension rates due trauma, instability, mental health, and a lack of support. SED students have higher chronic and suspension rates due to family factors, academic challenges, and economic stressors. SWD student have higher suspension rates due to academic, social-emotional, and behavioral challenges.

CCDS Elementary, CCDS Secondary, and Gateway High School communicated with their educational partners about their Equity Multiplier funds centered on improving the reds on their dashboard. Reducing the chronic absenteeism rates and suspension rates were of significance for all educational partners. They stressed the importance of providing resources, professional development, and support for staff, as well as utilizing outside resources to increase student connectedness at school for all students, specifically SED and FY students to increase their attendance and reduce chronic absenteeism. Of particular concern was that the funds support resources, professional development, and additional outside support to reduce the suspension rates for all students at Gateway, specifically Hispanic, EL, FY, SED, and SWD students. When looking seeking for ways to reduce the suspension rates, special attention should be given to the unique social and economic needs of the student groups.

For CCDS Elementary, data will be monitored on the dashboard; however subgroups are not a significant number to be reported by the dashboard. Therefore, all indicators will be monitored for improvement.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Chronic Absenteeism Rate | CCDS Elementary: *not significant to report CCDS Secondary: 71.6% Gateway FY: 48.0% <br><br> Data Year: 22-23 Data Source: DataQuest | | | CCDS Elementary: TBD CCDS Secondary: 70.1% Gateway FY: 46.5% <br><br> Data Year: 25-26 Data Source: DataQuest | |
| 5.2 | Suspension Rate | CCDS Elementary: *not significant to report CCDS Secondary: 35.4% | | | CCDS Elementary: TBD CCDS Secondary: 26.4% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | CCDS Secondary Hispanic: 35%<br>CCDS Secondary SED 35.5%<br>CCDS Secondary White 35.6%<br>Gateway All: 24.3%<br>Gateway EL: 13.6%<br>Gateway FY: 41.7%<br>Gateway Hispanic: 24.3%<br>Gateway LI: 26.4%<br>Gateway SWD: 35.3%<br><br>Data Year: 22-23<br>Data Source: Dashboard | | | CCDS Secondary Hispanic: 40%<br>CCDS Secondary SED 40.5%<br>CCDS Secondary White 40.6%<br>Gateway All: 15.3%<br>Gateway EL: 4.6%<br>Gateway FY: 32.7%<br>Gateway Hispanic: 15.3%<br>Gateway LI: 17.4%<br>Gateway SWD: 26.3%<br><br>Data Year: 25-26<br>Data Source: Dashboard | |

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **5.1** | Enrichment Resources | The LEA examined the needs of all students by looking at state and local data at the district and site levels. In addition to supporting all students, this action will address the following Reds on the 2023 Dashboard<br>CCDS Elementary, all students, chronic absenteeism<br>CCDS Secondary, SED, chronic absenteeism<br>CCDS Secondary Hispanic, suspension<br>CCDS Secondary SED, suspension<br>CCDS Secondary White, suspension<br>Gateway, all students, suspension<br>Gateway, EL, suspension:<br>Gateway, FY, suspension<br>Gateway, Hispanic, suspension<br>Gateway, SED, suspension<br>Gateway, SWD, suspension<br><br>Provide resources for enrichment programs tailored to students, particularly EL, FY, Hispanic, White, SWD, and SED students to support social-emotional needs, behavioral needs, academic motivation, and parental involvement initiatives. Provide necessary supplies, stipends for staff involved, and additional positions to support these initiatives. Ensure alignment with students needs to enhance engagement and mitigate chronic absenteeism and suspension rates. | | No |
| **5.2** | Professional Development | After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of chronic absenteeism and suspension rates: | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Specifically, to address the following Reds on the 2023 Dashboard:<br>CCDS Elementary, all students, chronic absenteeism<br>CCDS Secondary, SED, chronic absenteeism<br>CCDS Secondary Hispanic, suspension<br>CCDS Secondary SED, suspension<br>CCDS Secondary White, suspension<br>Gateway, all students, suspension<br>Gateway, EL, suspension:<br>Gateway, FY, suspension<br>Gateway, Hispanic, suspension<br>Gateway, SED, suspension<br>Gateway, SWD, suspension<br><br>Provide comprehensive professional development sessions for staff focused on implementing restorative justice practices and effective mentoring technique for students, particularly EL, FY, Hispanic, White, SWD, and SED students. These sessions should equip educators with the skills and strategies needed to address the root causes contributing to chronic absenteeism and/or suspension for:<br>All students: mental health support<br>Hispanic: cultural, language, and parental support<br>EL: enhance language and cultural support<br>FY: trauma informed practices, restorative justice, parental engagement<br>SED: social-emotional and behavioral support<br>SWD: understanding IEPs and policies and procedures, effective strategies to reduce suspension | | |
| **5.3** | Additional Social-Emotional and Behavioral Support through Community Agencies | After looking at the red indicators on the dashboard at the LEA level, the LEA completed a needs assessment to examine the root causes of chronic absenteeism and suspension rates:<br>Specifically, to address the following Reds on the 2023 Dashboard:<br>CCDS Elementary, all students, chronic absenteeism<br>CCDS Secondary, SED, chronic absenteeism<br>CCDS Secondary Hispanic, suspension<br>CCDS Secondary SED, suspension | | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | CCDS Secondary White, suspension<br>Gateway, all students, suspension<br>Gateway, EL, suspension<br>Gateway, FY, suspension<br>Gateway, Hispanic, suspension<br>Gateway, SED, suspension<br>Gateway, SWD, suspension<br><br>Collaborate with community partners to provide access to additional mental health services and counseling resources for students, particularly EL, FY, Hispanic, White, SWD, and SED students facing behavioral challenges such as drug education and anger management. By leveraging these collaborations, we can ensure that students receive the support they need to overcome obstacles that may impede their attendance or lead to negative behaviors. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $43,179,989.00 | $ |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 9.475% | 0.000% | $0.00 | 9.475% |

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

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.2 | **Action:**<br>Class Size Reduction<br><br>**Need:**<br>A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. | We will reduce class sizes at the elementary school level to better meet the individual learning needs of EL, FY, and LI  students. In our experience, reducing class sizes is a positive step toward providing EL, FY, and LI students with more individualized instruction from their teachers that can target gaps in achievement on an ongoing basis. This will allow teachers to monitor and respond to individual student's needs and growth gains. | ELA and math SBAC percent proficient for EL, FY, LI and all students<br><br>ELA and math SBAC distance from standard for EL, FY, LI and all students<br><br>ELA and math local assessments for EL, FY, LI and all students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Based on a local needs assessment, these student groups need additional opportunities for individualized instruction at the elementary level to ensure strong foundational reading and math skills at our schools with the most needs.<br><br>Educational partners stated that to support EL, FY, and LI students smaller class sizes would provide more effective instruction to support their academic needs in particular with Math and ELA.<br><br><br>**Scope:**<br>  Schoolwide | Specific to EL, additional individualized instructional opportunities will provide increased language support, scaffolding, and targeted instruction to fill learning gaps.<br><br>To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction.<br><br>Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site.<br><br>All elementary schools participating in this action have an unduplciated pupil count above 40 percent. Research has shown that intentional and explicit instruction positively impacts the reading trajectory of all students, especially those with economic disadvantages, demonstrating that reducing class sizes positively affects student achievement (Mathis, 2016). The payoff from class-size reduction is greater for low-income and minority children. Conversely, increases in class size are likely to be especially harmful to these populations -- who are already more likely to be subjected to large classes (Mathis, 2016).<br><br>We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students | Educational partner input for EL, FY, LI and all students |

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| | | will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | |
| **1.5** | **Action:**<br>Career Technical Education Courses<br><br>**Need:**<br>A review of the Career Technical Education (CTE) pathway completion rate indicates there is a need to ensure EL, FY, and LI students still have access and support to all CTE offerings, as compared to all students.<br><br>A local needs assessment identified that EL, FY, and LI students need increased opportunities to participate in CTE programs to increase access to relevant and engaging curriculum and instruction that prepares them for coursework beyond high school to build the skills necessary for success in a particular career path.<br><br>Educational partners stated that the CTE courses are supporting the unique needs of EL, FY, and LI to explore their interests, have access to real world hands-on experiences, and exposure to post-secondary options.<br><br><br>**Scope:**<br>  Schoolwide | To ensure EL, FY, and LI students have access to CTE courses, CUSD will ensure increased access to language supports, differentiation, scaffolds, and resources based on the needs of foster youth, low-income, and English-learner students. To increase access to CTE courses and pathways, Clovis will ensure counselors are communicating to EL, FY, and LI students and families the increased opportunities that students have to participate in a CTE pathway. The additional CTE offerings and supports are designed to meet the needs and interests most associated with EL, FY, and LI students.<br><br>Supplies: Textbooks and instructional materials specific to the career technical field; consumable supplies like art materials, construction materials, laboratory chemicals, etc.; Office supplies for administrative tasks; software licenses for industry-specific programs or simulations.<br><br>Equipment: Machinery and tools relevant to the career pathway, such as automotive repair tools, welding equipment, culinary appliances, healthcare simulation equipment, etc. Computers, laptops, tablets, and other technology devices for students to use in class. Specialty equipment for specific programs.<br><br>Certifications: Funding students to take industry-recognized certification exams upon completing | CTE pathway completion Rate for EL, FY, LI, and all students |

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| | | certain courses. Membership fees for professional organizations that offer certifications relevant to the field. Training materials and resources to prepare students for certification exams.<br>Staff: Hiring qualified teachers with expertise and experience in the career technical field. Providing professional development opportunities for existing staff to stay current with industry trends and teaching methodologies. Hiring support staff to assist students in their learning and career planning.<br><br>Ongoing Teacher Support: Funding teachers to attend workshops, conferences, and seminars related to their field. Providing stipends for teachers who mentor students in extracurricular activities or competitions related to the career pathway. Subscription to professional journals or online resources that provide teaching resources, lesson plans, and industry updates.<br><br>To maintain effectiveness throughout the academic year, we will educate EL, FY, and LI students and families on what a CTE Completer is required to finish. This would become a regular part of the conversation about CTE that counselors have with students when talking about CTE. Additionally, there will be ongoing professional development on the root cause of why students are not CTE Completers. We will revisit the subgroup discrepancies at the CTE Counselor/LD quarterly meetings. Additionally, we will continue educating all educational partners on the new criteria for Dashboard Completers, which is to complete a Dual Enrollment course outside the student's pathway. | |

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| | | Clovis High, Clovis East, and Clovis West High schools have an unduplicated pupil count above 40 percent. Buchanan and Clovis North are slightly below the 40 percent unduplicated pupil count. Services for students are determined based on the identified student needs, and the aim is to ensure access for all high school EL, FY, and LI students for CTE offerings.  This action is based on the considerations and unique needs of our EL, LI, and FY students at the high school level. We believe this action is the most effective use of the funds to increase CTE Pathway Completion for EL, FY, and LI students supported by educational research. | |
| | | According to America's Promise Alliance, "Career exploration experiences and opportunities can improve academic performance. Career exploration opportunities improve the attitudes of young people about their career possibilities, motivating them to persevere." Research demonstrates that CTE programs prepare students for college and career readiness (Southern Regional Education Board, 2012; Neild et. al., 2013).CTE can enhance other valuable skills. Research shows that possessing "soft skills" like perseverance, grit, self-efficacy, work ethic, and conscientiousness can increase life outcomes for the identified students. | |
| | | According to the Fodham Institute, CTE can be a game-changer for the most vulnerable students. CTE during high school confers the greatest benefit on students who need it the most, particularly when it comes to college attendance. | |

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| | | Obtaining an industry-recognized credential (IRC)—a license or certificate demonstrating competency in a particular field—can be transformative for such young people, providing an economic boost for the whole family that gives them hope for a better future and a way out of poverty. Studies also show that, compared to non-concentrators, CTE concentrators are more likely to avoid poverty by remaining employed or participating in educational training programs—no matter what career path they choose after high school (Northern, 2022).<br><br>We expect that the CTE Pathway Completion rate for EL, FY, and LI students will benefit; however, because we expect that all students will benefit, this action is provided on a school-wide basis. | |
| **1.6** | **Action:**<br>Licensing to Provide Online College and Career Planning<br><br>**Need:**<br>A review of College and Career indicator for EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, these student groups need to have access to academic, college and career exploration for post-secondary planning because they have less awareness of the options, and need more guidance to navigate and prepare for the post-secondary process. | We aim to increase college and career exploration and postsecondary planning for EL, FY, and LI students. These groups need additional support to access academic, college, and career exploration for postsecondary planning. In addition, we have identified that these student groups need more guidance to navigate and prepare for the postsecondary process.<br><br>Purchasing a license for Xello will provide a tool for EL, FY, and LI 6th-grade students in CUSD to explore college and career opportunities and learn about their post-secondary plans' requirements and how to access their goals. | College and Career Indicator (CCI) for EL, FY, LI and all students |

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| | Educational partners stated that to support EL, FY, and LI students need to have opportunities and exposure to career possibilities to continue to enroll in classes and pathways to access their postsecondary plans.<br><br>**Scope:**<br>  Schoolwide | Beginning in Fall 2024, California Colleges (a free online platform) will be available for EL, FY, and LI students (grades 7-12). California Colleges provides tools for college, career, and financial aid planning.<br><br>CUSD will provide professional development for CUSD counselors to be trained to utilize the California Colleges platform, integrate CCGI tools into counseling lessons, use actionable data to monitor A-G completion and implement best practices to ensure students are informed regarding post-secondary opportunities.<br><br>Quarterly professional development will be provided to equip CUSD counselors to implement and determine best practices for utilizing California Colleges to best serve the unique needs of EL, FY, and LI students.<br><br>In addition, this action will provide support to develop the writing of curriculum for Tier 1 lessons that incorporate Xello and California Colleges tools into classroom lessons to serve EL, FY, and LI students during the year and summer.<br><br>Student services are determined based on the identified student needs, and the aim is to ensure early exposure for all EL, FY, and LI students to career paths.  This action is based on the considerations and unique needs of our EL, LI, and FY students at the high school level and 6th grade level. We believe this action is the most effective use of the funds to increase college and career readiness for EL, FY, and LI students, as supported by educational research. | |

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| | | According to the American School Counselor Association (ASCA), school counselors provide resources and opportunities that help students explore their strengths, interests, and career fields that align with these attributes as part of a school counseling program. These efforts help support vulnerable student groups, plan for and choose postsecondary pathways, and create opportunities for students to develop college and career-readiness skills that help them successfully navigate postsecondary education and the world of work.<br><br>We expect that the Career College Indicator for EL, FY, and LI students will improve; however, because all students will benefit, this action is provided on a school-wide basis for all high schools. | |
| 1.8 | **Action:**<br>Instructional Supplemental Support for Sites<br><br>**Need:**<br>A review of Smarter Balanced and local data indicates that EL, FY, and LI students need to improve their scores on ELA and Math state and local assessments compared to the all-student group.<br><br>A needs assessment revealed that English Learners (EL), Foster Youth (FY), and Low-Income (LI) students exhibit diverse needs and circumstances. Optimal support for these students involves providing tutoring and | CUSD will provide supplemental resources aligned to EL, FY, and LI students' individual needs for each school site. Based on a local needs assessment, CUSD created a list of approved services to ensure expenditures align with the needs identified during a root causes analysis and are designed to meet the needs most associated with EL, FY, and LI students.<br><br>Tutoring and academic support: A local needs assessment shows that providing extra help for students struggling academically can significantly improve their progress. These supports could include instructional assistants, supplemental curriculum, printer and ink cartridges dedicated | ELA and math SBAC percent proficient for EL, FY, LI and all students<br><br>ELA and math SBAC distance from standard for EL, FY, LI and all students<br><br>ELA and math local assessments for EL, FY, LI and all students<br><br>Educational partner input for EL, FY, LI and all students |

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| | intervention services directly at their school sites, leveraging their sense of comfort and positive relationships with adult staff members.<br><br>Qualitative feedback from parents and staff indicates a desire to offer more individualized supplemental resources and interventions at the school sites for EL, FY, and LI students. Local data shows that tailoring resources to these specific student needs at each school site can be essential in promoting their academic success. Educational partners stated that sites' having access to and flexibility to provide additional academic supplemental support based on their individual needs is critical to the students' success.<br><br>To better meet the specific needs of Foster Youth, as highlighted by the 2023 Red Dashboard indicator, we conducted a thorough root cause analysis. Our investigation revealed that the low math scores of Foster Youth students stem from inadequate progress monitoring. This deficiency resulted in a lack of proactive provision of additional support and interventions by teachers and tutors.<br><br>**Scope:**<br>  LEA-wide | solely for student use, additional support provided by a teacher or support provider, credit retrieval opportunities and supports, additional academic counseling, expanded career counseling, costs of student transcripts for college entrance, or college readiness.<br><br>Language support programs: A local needs assessment shows that targeted language development programs can help English learner students improve their language skills and integrate into mainstream classrooms. These supports could include bilingual assistants, supplemental curriculum, and additional language support provided by a teacher or support provider.<br><br>Access to technology: Local needs assessment shows that ensuring EI, FY, and LI students access necessary technological resources, such as computers or tablets, can facilitate their learning, especially in an increasingly digital world. These supports could include devices, supplemental digital curriculum, hotspots, educational technology training, and support.<br><br>Educational workshops and programs for teachers: Local needs assessment shows that organizing workshops or programs that address the specific needs of EL, FY, and LI student groups can empower them to overcome barriers and succeed academically. These supports could include professional development for teachers and other educational supporters, as well as conferences, resources, and student conferences. | |

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| | | Specifically for Foster Youth: The LEA will implement tutoring sessions with trained mentors who understand the unique challenges faced by foster youth, offering personalized academic support and progress tracking. In addition, we will organize workshops and professional development programs for teachers that focus on trauma-informed teaching strategies and techniques for creating inclusive classroom environments that support foster youth's academic and socio-emotional needs at each school site. Specifically, to support math for FY, each site will conduct monthly academic data reviews for all FY students and ensure each FY student has access to tutoring and in-class support. Site Area Administrators will collaborate closely with the district to oversee all actions and expenditures, ensuring that resources are allocated effectively and that staff members are actively addressing the learning gaps of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students at their respective school sites. This collaboration is vital to ensure accountability, maximize impact, and foster equitable opportunities for the unique needs of these student groups. These services and supports will increase opportunities for the academic support described above to meet the learning needs of EL, FY, and LI students. All expenditures are based on district and site needs assessments examining EL, FY, and LI students' unique needs. | |

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| | | To maintain effectiveness throughout the academic year, we will implement regular check-ins to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students, offering options such as after-school or before-school support as needed.<br><br>Site allocation amounts are based on the percentage of unduplciated pupils on each site. Sites with higher unduplicated pupil counts receive more funds to ensure the allocations are tailored to each school's unique needs for FY, LI, and EL students. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.<br><br>Research shows that supplemental support generally enhances students' academic performance and has been proven effective compared to those who did not receive supplemental support. It has also been shown to reduce dropout rates and increase students' pass rates (Adebola, 2021). In addition, Extending learning opportunities and diversifying the strategies to support learning is vital. The greater the variety of learning techniques available, the higher the probability students will benefit (OECD, 2010c).<br><br>This action is designed to meet the unique needs of EL, FY, and LI students, specifically Foster Youth. However, because we expect all students | |

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| | | struggling academically to benefit, this action is provided LEA-wide. | |
| 1.9 | **Action:** Enrichment Supplemental Support for Sites <br><br> **Need:** A review of student connectedness data indicates a need to increase support for school engagement and student connectedness for EL, FY, and LI students compared to all students. <br><br> Qualitative feedback from parents and staff indicates a desire to offer more individualized enrichment support at the school sites for EL, FY, and LI students. <br><br> Local data indicates that English Learners (EL), Foster Youth (FY), and Low-Income (LI) students may miss out on extracurricular opportunities if a district fails to provide them, often due to financial limitations or insufficient prioritization of such programs. This lack of support can lead to barriers such as unaffordable participation fees, transportation issues, or insufficient staffing to accommodate their needs, ultimately hindering these students' engagement in extracurricular activities and depriving them of the academic motivation and achievement benefits associated with participation. <br><br> Educational partners stated that sites' having access to and flexibility to provide additional enrichment supplemental support based on | CUSD will provide enrichment resources aligned to EL, FY, and LI students' individual needs for each school site. Based on a local needs assessment, CUSD created a list of approved expenses to ensure expenditures align with the needs identified during a root causes analysis and are designed to meet the needs most associated with EL, FY, and LI students. <br><br> Social-emotional support: Local needs assessment shows that Foster youth and low-income students frequently encounter socio-emotional challenges outside the classroom, and offering counseling or mentoring services can support their social and emotional well-being. These supports could include student relations liaison, social and emotional environments/materials/support, PBIS signage, incentives, supplemental SEL curriculum, and school psychologists to provide SEL supports (non-IEP related). This approach is crucial because local data shows that addressing the socio-emotional challenges faced by Foster youth and low-income students through social-emotional support services can foster a sense of belonging, resilience, and emotional stability, ultimately enhancing their overall academic success and well-being. <br><br> Academic Motivation: Local needs assessment shows that being part of a team or club can provide EL, FY, and LI students with a sense of belonging and purpose, leading to increased | Student Connectedness EL, FY, LI and all students <br><br> Educational Partner Input EL, FY, LI and all students |

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| | their individual needs was critical to the student's success.<br><br>**Scope:**<br>  LEA-wide | motivation in their academic pursuits. Local data shows that extracurricular activities can positively impact their attitude toward school and academic achievement. These supports could include resources, supplies, entrance fees, transportation, and staff needed for EL, FY, and LI students to access the enrichment opportunities (clubs, sports, teams, co-curriculars, history day, science fair, spelling bee, and other opportunities).<br><br>Parent and guardian involvement initiatives: Local needs assessment shows that engaging LI, FY, and EL parents and guardians in their children's education can create a supportive environment at home and improve overall student outcomes. These supports could include written and oral translations for parents and parent and family engagement opportunities such as literacy and science nights.<br><br>Enrichment Opportunities: Local needs assessment shows that field trips and other student opportunities can benefit English learners, low-income students, and foster youth by providing opportunities to experience learning outside the classroom, exposing them to real-world applications of what they have been studying. To maximize the benefits, it's crucial to ensure that field trips are designed inclusively, considering the specific needs and circumstances of English learners, low-income students, and foster youth. These supports could include language support, trip costs, transportation, college trips, and other necessary supplemental supports. | |

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| | | Site Area Administrators will collaborate closely with the district to oversee all actions and expenditures, ensuring that resources are allocated effectively and that staff members are actively addressing the social and emotional needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students at their respective school sites. This collaboration is vital to ensure accountability, maximize impact, and foster equitable opportunities for the unique needs of these student groups. These services and supports will increase opportunities for the academic support described above to meet the learning needs of EL, FY, and LI students. All expenditures are based on district and site needs assessments examining the unique needs of EL, FY, and LI students. These services and supports will provide increased opportunities for enrichment, as described above, that best meet the learning needs of EL, FY, and LI students. All expenditures are based on district and site needs assessments examining the unique needs of EL, FY, and LI students.<br><br>Site allocation amounts are based on the percentage of unduplciated pupils on each site. Sites with higher unduplicated pupil counts receive more funds to ensure the allocations are tailored to each school's unique needs for FY, LI, and EL students. We believe this action is the most effective use of the funds to increase student connectedness for EL, FY, and LI students supported by educational research.<br><br>Researchers have identified several barriers to student participation, ranging from the more | |

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| | | tangible, including family or work responsibilities, limited resources for equipment or other expenses, and transportation or other logistical difficulties, to the more complex, such as lack of interest in or alienation from school and its activities (Kleese and D'Onofrio, 1994). Research shows that increasing student engagement improves attendance rates and engagement (Centers for Disease Control and Prevention, 2018).<br><br>This action is designed to meet the unique needs of EL, FY, and LI students; however, because we expect that all students struggling academically will benefit, this action is provided LEA-wide. | |
| 1.10 | **Action:**<br>Summer Intervention Learning Academy<br><br>**Need:**<br>A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, it's evident that providing these student groups with additional time and opportunities to complete coursework, as well as opportunities for skill review and mastery of grade-level standards, would be instrumental in addressing their academic needs and fostering success. | In our experience, providing additional learning time in the summer is a positive step toward providing EL, FY, and LI students with more targeted instruction from their teachers that can address gaps in achievement. We will provide a Summer Intervention Learning Academy staffed with administrators, teachers, and additional support staff who will receive professional development, supplemental resources, curriculum, systems, and structures to meet better the individual learning needs of EL, FY, and LI students.<br><br>Strategies and services for EL, FY, and LI students will be improved to increase the effectiveness of summer school. At the elementary level, staff will be trained to use research-based strategies (Kevin Clark) to develop language acquisition strategies. At the middle school level, 6th-8th grade students will be immersed in | ELA and Math Summer School Local Assessments for EL, FY, LI and all students<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | Educational partners stated that to support EL, FY, and LI; students need additional academic opportunities to develop skills outside of the traditional school year.<br><br>**Scope:**<br>  Schoolwide | accelerating their reading, writing, oral language, academic vocabulary, study, self-determination, and leadership skills. Scholars will engage in interactive team-building activities focusing on developing a comfortable and connected scholarly community while accelerating language acquisition and providing access to rigorous coursework aligned with the content standards. At the high school level, each site will have a newcomer model to support newcomers with intense instruction for language acquisition. The research-based strategies will benefit all EL, FY, and LI students.<br><br>Services for students are determined based on the identified student needs. The aim is to ensure access to summer school for  EL, FY, and LI students regardless of the school they attend. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.<br><br>Rigorous studies have shown that strong summer programs can achieve several important goals: (1) reverse summer learning loss, (2) achieve learning gains; and (3) give low-performing students the chance to master material that they did not learn during the school year (McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter, & Cross, 2012).<br><br>We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all | |

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| | | students struggling academically will benefit, this action is provided on an LEA-wide basis. | |
| 1.11 | **Action:**<br>Push-In for K-6 Teachers<br><br>**Need:**<br>A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, these student groups necessitate supplementary personnel dedicated to targeting and facilitating the cultivation of foundational skills essential for their academic development.<br><br>Educational collaborators have articulated that augmenting staffing levels would enhance the efficacy of instruction tailored to the academic needs of EL, FY, and LI students, particularly with ELA and Math.<br><br>**Scope:**<br>  Schoolwide | We will provide push-in teachers and/or instructional assistants to work alongside regular classroom teachers to provide targeted support for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. This decision comes after observing that these students will benefit from additional assistance tailored to their individual learning needs and ongoing assessment of their academic progress. By integrating these extra resources into the classroom, we can continuously adjust the teaching methods to better suit the unique requirements of these students, ensuring they receive the support necessary for their success. Some adjustments to teaching methods may include providing differentiated instruction, offering more visual aids and hands-on activities, incorporating culturally relevant content, and implementing frequent progress monitoring to track student growth effectively.<br><br>To sustain efficacy throughout the academic year, we intend to institute routine check-ins and fortify our Teacher Grade Level Expectations (TGLE) to evaluate advancement and efficiency for EL, FY, and LI students. Additionally, we will administer targeted professional development sessions for push-in teachers and instructional assistants to adeptly cater to the requirements of our EL, FY, and LI students. Site Area Administrators will engage in collaborative efforts with the district to ensure that staff members are diligently addressing the educational gaps discerned among EL, FY, and LI students at their respective sites. | ELA and math SBAC percent proficient for EL, FY, LI and all students<br><br>ELA and math SBAC distance from standard for EL, FY, LI and all students<br><br>ELA and math local assessments for EL, FY, LI and all students<br><br>Educational partner input for EL, FY, LI and all students |

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| | | Services for students are determined based on the identified student needs. The aim is to ensure access to increased in-class support for EL, FY, and LI students regardless of their school. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.<br><br>Research indicates that having additional staff (teachers and instructional assistants) has a positive impact on student achievement, in particular with math and reading (Hemelt, Ladd, & Clifton, 2021)<br><br>We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | |
| 1.12 | **Action:**<br>Additional Support for Core Classes and College & Career Success<br><br>**Need:**<br>An examination of graduation rates, college/career readiness, and English Language Arts (ELA) and Math SBAC scores reveals that EL, FY, and LI students are falling behind the overall student population, highlighting the need to improve their academic performance. | We will provide additional support classes such as Academic Seminars, Study Skills, science and math support classes, and AVID to meet the individual learning needs of EL, FY, and LI students.<br><br>Academic Seminar assists with developing study skills strategies for academic success and developing awareness of learning/growth by monitoring/charting progress. The class focuses on providing intervention to help develop reading comprehension skills, writing skills, and language skills. In addition, teachers set aside a limited amount of time each week to support students with | Graduation Rate for EL, FY, LI, and all students<br><br>College/Career Indicator (CCI) for EL, FY, LI, and all students<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | A local needs assessment indicates that when EL, FY, and LI students have access to support programs that target academic skills, their success rate in core classes increases. EL, FY, and LI students would benefit from educational support that provides targeted intervention and skill development in critical areas such as study skills, reading comprehension, writing, and mathematics.<br><br>Based on local experience, EL, FY, and LI students must have access to additional opportunities that facilitate their path to educational achievement and high school graduation; these students necessitate supplementary support classes. In addition,<br><br>Educational partners emphasized the importance of maintaining support classes within the district, noting that they afford students additional instruction crucial for addressing academic gaps, offering further intervention, and exposing them to various postsecondary pathways.<br><br><br>**Scope:**<br>  Schoolwide | homework assignments specific to their core areas of study. Study Skills provides an opportunity for EL, FY, and LI students to participate in the acquisition of those skills necessary to organize their time, use textbooks and library facilities efficiently, make decisions that optimize success in high school and the future, and take notes efficiently.<br><br>The science and math support classes will provide EL, FY, and LI students with additional support in their core science and math classes. They will focus on reviewing and reinforcing key concepts, hands-on activities to reinforce what is taught in the core class, individualized instruction, homework assistance, test preparation, and self-reflection on progress.<br><br>Study skills classes will provide EL, FY, and LI students with the skills to be successful in their core classes: time management, organization, note-taking, reading comprehension, critical thinking, test-taking strategies, and study habits.<br><br>AVID also provides identified students with additional strategies, including the WICOR model (writing, inquiry, collaboration, organization, reading), and goal planning support to ensure that LI, FY, and EL students have an academic plan throughout high school. The targeted strategies from these classes include supporting skills, behaviors, and techniques for academic success and increased opportunities for individualized instruction to meet better the learning needs of FY, LI, and EL students. | |

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| | | To ensure sustained effectiveness for EL, FY, and LI students, we will reinforce the academic and behavioral Multi-Tiered System of Support (MTSS) processes and leverage Professional Learning Communities (PLCs) to meticulously analyze subgroup data and monitor student progress within intervention courses. Furthermore, we will add two metrics to measure student growth and college and career readiness.<br><br>Clovis High, Clovis East, and Clovis West High Schools have an unduplicated pupil count above 40 percent, while Buchanan and Clovis North are slightly below this threshold. Student services are tailored to the needs of identified students, aiming to provide equal access for all English Learners (EL), Foster Youth (FY), and Low-Income (LI) students across all high schools. This approach considers the unique needs of these student groups and is designed to be the most effective use of funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.<br><br>Additional Instruction in Core Classes and College and Career Readiness: Research shows that providing additional support programs that target academic skills and individual determination influences school success, including increases in graduation and college career readiness (College Spark Washington, 2006; NWEA 2015).<br><br>This action is designed to meet the unique needs of EL, FY, and LI students. However, we expect that all students struggling academically will | |

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| | | benefit. This action is provided on a school-wide basis at intermediate and high schools. | |
| 1.13 | **Action:**<br>Secondary Intervention<br><br>**Need:**<br>Analysis of both Smarter Balanced assessments and local data in English Language Arts (ELA) and Mathematics suggests that the academic performance of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students falls below that of the overall student population, highlighting the need for improvement in their achievement levels.<br><br>Based on a local needs assessment, these student groups need additional learning time to fill achievement gaps. English Learners (EL), Foster Youth (FY), and Low-Income (LI) students would benefit from targeted instruction, collaboration among educators, and rigorous progress monitoring to ensure learning content and support are provided in response to the immediate learning needs and challenges faced by the identified students.<br><br>Educational partners stated that additional intervention aimed at addressing prior learning gaps is needed to support EL, FY, and LI students.<br><br>**Scope:** | Clovis Unified will enhance its support mechanisms by providing additional stipends, hourly intervention sessions, and/or instructional assistants specifically allocated to intermediate and high schools. EL, FY, and LI Students who have fallen behind may greatly benefit from additional learning time to bridge achievement gaps.<br><br>This additional time allows educators to provide targeted instruction, remediation, and reinforcement of key concepts, thereby facilitating mastery and closing disparities in academic performance for EL, FY, and LI students. The core curriculum will be reinforced, and deliberate measures will be taken to aid EL, FY, and LI students address their specific academic needs. Teachers, instructional assistants, and core instructors will collaborate to address academic deficiencies.<br><br>During structured intervention sessions, staff will closely monitor progress and identify achievement gaps in key subject areas. Furthermore, the impact of additional learning strategies and concepts will be rigorously assessed, with findings shared collaboratively with students, their families, and other core academic teachers to ensure comprehensive support.<br><br>To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level | ELA and Math SBAC Percent Proficient for EL, FY, LI and all students<br><br>ELA and Math Local Assessments for EL, FY, LI and all students<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | Schoolwide | Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will provide professional development and enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students.<br><br>Clovis High, Clovis East, and Clovis West High Schools have an unduplicated pupil count above 40 percent, while Buchanan and Clovis North are slightly below this threshold. Funds are provided on a sliding scale based on each high school's unduplicated percentage. Student services are tailored to the needs of identified students, aiming to provide equal access for all English Learners (EL), Foster Youth (FY), and Low-Income (LI) students across all high schools. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to enhance college and career readiness, supported by educational research.<br><br>Research shows that providing more time for students to learn positively influences overall student achievement (Andersen, et. al., 2016). Research shows that high-quality after-school programs improve students' educational outcomes, attendance, and social and emotional learning (National Conference of State Legislatures, 2021).<br><br>Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students | |

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| | | will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | |
| 1.14 | **Action:** Healthy Start Coordinator<br><br>**Need:** A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, a review of graduation rate data in the metric section indicates that there is a need to increase the graduation rates of EL, FY, and LI students compared to the all-student group.<br><br>Based on a local needs assessment, these student groups would benefit from increased support and services to ensure that they have access to the necessary resources to attend school and the supplies needed to be ready to learn.<br><br>Educational partners stated that there needs to be a continued focus on providing services that assist EL, FY, and LI students in maintaining daily healthy habits, increasing their attendance at school, and ensuring they have the tools they need to graduate.<br><br>**Scope:**<br>  Schoolwide | CUSD will offer a Healthy Start Coordinator to ensure EL, FY, and LI students at alternative sites have access to resources and support for their attendance and graduation rates.<br><br>The Healthy Start Coordinator will conduct interviews and assessments of EL, FY, and LI students and families. The coordinator will develop, coordinate, and execute case management plans and service referrals. Additionally, the coordinator organizes staff training programs to enhance the ability of teachers and school personnel to address the specific needs of EL, LI, and FY students. Their role is to support student well-being, provide resources for academic success, and implement programs to improve graduation rates and reduce chronic absenteeism, catering to the needs of EL, FY, and LI students.<br><br>To increase graduation rates among EL students, the Healthy Start Coordinator will partner with counselors to assess their needs and progress. They will intensify progress monitoring and consultations to ensure EL students have the necessary resources to stay on the path to graduation.<br><br>Alternative education schools are above the 40% unduplicated percentage. Research shows students are more likely to engage in healthy | Chronic absenteeism rates for EL, FY, LI, and all students<br><br>Graduation rates for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | | behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework).<br><br>We expect that the chronic absenteeism rate and graduation rate for EL, FY, and LI students will benefit; however, because we expect that all students will benefit, this action is provided on a school-wide basis. | |
| 1.16 | **Action:**<br>Online Curriculum for Intervention & Credit Recovery<br><br>**Need:**<br>A review of graduation rate data in the metric section indicates that the graduation rates of EL, FY, and LI students need to be increased compared to the overall student population.<br><br>Based on a local needs assessment, these student groups would benefit from opportunities to make up failed classes through teacher-driven online classes to help them graduate. Additionally, these students would benefit from expanded access to resources for credit recovery, skill development, English language proficiency, and intervention strategies tailored to their specific needs. In addition, there is a need to increase the collaborative efforts between credit recovery class instructors, counselors, | CUSD will provide an online credit recovery program to ensure EL, FY, and LI students have opportunities to make up failed classes.<br><br>This program will further aid EL, FY, and LI students by expanding students' access to resources for credit recovery, skill development, and English language proficiency. It also includes intervention strategies. A credit recovery program will particularly benefit EL, FY, and LI students by enabling them to earn high school credits more efficiently and stay on the path to graduation.<br><br>To enhance graduation rates for EL students, credit recovery class instructors will collaborate with counselors to evaluate their needs and progress. ELD teachers onsite will provide supplementary strategies to support the instructors and the online credit recovery course. Intensified progress monitoring and consultations will ensure EL students have the resources to progress toward graduation. | Graduation rates for EL, FY, LI, and all students<br><br>Educational Partner Input for EL, FY, LI, and all students |

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| | and teachers to ensure supplementary supports are provided to EL, FY, and LI students.<br><br>Educational partners emphasized that students require academic assistance to pass their classes and graduate.<br><br><br>**Scope:**<br>  Schoolwide | Clovis High, Clovis East, and Clovis West High Schools have an unduplicated pupil count above 40 percent, while Buchanan and Clovis North are slightly below this threshold.  Student services are tailored to the needs of identified students, aiming to provide equal access for all English Learners (EL), Foster Youth (FY), and Low-Income (LI) students across all high schools. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to enhance graduation rates, supported by educational research.<br><br>Students are more likely to drop out of school if they are deficient in credits at high school (Education Partnerships, Inc., n.d.). Credit recovery is a particularly effective strategy to prevent dropouts, especially for African American, Hispanic, and economically disadvantaged students, and to increase the likelihood of graduation (Viano, 2018).<br><br>We expect that the graduation rates for EL, FY, and LI  students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | |
| 1.17 | **Action:**<br>Increased Bus Routes<br><br>**Need:**<br>A review of the Career Technical Education (CTE) pathway completion rate indicates a need to ensure EL, FY, and LI students have | To provide EL students with increased access to CTE courses and EL, FY, and LI students with access to community college courses for dual credit, CUSD provides additional bus routes for CTE pathways that are not offered at their site and community college courses. Counselors will work with their caseloads during registration to identify | CTE Pathway Completion Rate for EL, FY, LI, and all students |

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| | access and support to all CTE offerings, as compared to all students.<br><br>The local needs assessment highlighted the necessity for English Learner (EL) students to engage in college courses and Career Technical Education (CTE) programs. Furthermore, English Learner (EL), Foster Youth (FY), and Low-Income (LI) students need transportation access to community colleges to earn dual credit.<br><br>Educational partners emphasized the importance of Career Technical Education (CTE) pathways and providing ongoing support for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. Additionally, partners have requested that counselors offer these student groups additional information about accessing transportation resources and the benefits of doing so.<br><br>**Scope:**<br>  Schoolwide | students from these subgroups who need additional transportation.<br><br>The district lead counselor will communicate with lead counselors at each high school to incorporate their annual student counseling sessions into their four-year plans. This will educate students and families about the additional bus routes available for EL, FY, and LI students. Students will be identified and provided additional support to complete their CTE Pathway.<br><br>Clovis High, Clovis East, and Clovis West High Schools have an unduplicated pupil count above 40 percent, while Buchanan and Clovis North are slightly below this threshold. Student services are tailored to the needs of identified students, aiming to ensure that all high school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to CART and community colleges for dual enrollment opportunities. This approach considers the unique needs of these student groups and is designed to be the most effective use of funds to enhance Career and Technical Education (CTE) Pathway Completion, supported by educational research.<br><br>Research indicates that providing alternative forms of transportation gives access to programs that may be out of reach for some of our neediest students (Cook, 2021)<br><br>We expect that the CTE Pathway Completion rate for EL, FY, and LI students will benefit; however, because we expect that all students will benefit, this action is provided on a school-wide basis. | |

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| 1.18 | **Action:**<br>Mentoring Services at Alternative Sites<br><br>**Need:**<br>A review of Smarter Balanced in ELA and Math, local data in ELA and Math, and student connectedness data indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, these student groups in the alternative education setting would benefit from an increased connection to the school, which would positively impact their academics. These students need additional individualized support and help navigating academic and personal challenges.<br><br>Educational partners stated that to support EL, FY, and LI, students; students need access to adults who provide direct support to ensure that they are connected to activities, resources, and academics at school.<br><br>**Scope:**<br>  Schoolwide | CUSD will assign mentors to EL, FY, and LI students at Clovis Community Day School-Elementary, Clovis Community Day School-Secondary, Gateway High School, and Enterprise School to provide support that can increase student connectedness and academic achievement.<br><br>Mentor services at alternative education sites will offer tailored support and guidance to English learners (EL), Foster Youth (FY), and Low-Income (LI) students, aiming to strengthen their connections to school and advance their academic progress. Through one-on-one tutoring, goal setting, and emotional support, mentors will assist the identified students in overcoming academic and personal challenges. Group mentoring sessions allow students to share experiences and create a supportive peer network. Mentors will work with students for additional one-on-one tutoring to help students fill gaps in learning by offering individualized attention and focused instructional opportunities. Local data shows this will support closing the achievement gap and fostering a greater sense of belonging among participants.<br><br>Alternative education sites all have above a 40% unduplicated student count. Research shows statistically significant improvements for mentored youth compared to controls on several outcome measures, including perceived scholastic efficacy, truancy, and absenteeism (US Department of Education, 2009). | Student Connectedness for EL, FY, LI and all students.<br><br>ELA and Math SBAC Percent Proficient for EL, FY, LI and all students.<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students.<br><br>Educational Partner Input for EL, FY, LI and all students. |

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| | | This action is designed to improve academic achievement and increase connectedness for EL, FY, and LI students. Because we expect that all struggling students will benefit, it is provided on a school-wide basis. | |
| **1.19** | **Action:**<br>Opportunity Classes at Intermediate<br><br>**Need:**<br>A review of student connectedness rates for EL, FY, and LI students shows they are lower than those of the all-student group. Additionally, a review of the suspension indicator on the California Dashboard reveals that the suspension rates for FY and LI are still higher than the all-student group.<br><br>The local needs assessment indicates that EL, FY, and LI need an additional support class to address the social-emotional needs of at-risk students while providing tailored academic and behavioral support to address the learning requirements of the identified student groups. When looking at this need, we discovered the importance of providing additional social-emotional support at the junior high level. Students in this age range are undergoing critical developmental changes that impact their social-emotional well-being and academic success. Addressing these needs through additional support classes helps to mitigate issues such as anxiety, peer pressure, and identity formation, which are particularly pronounced during early adolescence for the identified student groups. | Clovis Unified will offer social-emotional support for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, along with targeted assistance in academics and behavior through the Opportunities Class. This class, led by a credentialed teacher, will closely monitor students to ensure they are provided the support necessary to help them succeed.<br><br>Teachers work with these student groups in the opportunity classes to develop goals and action plans to remediate deficient academic areas. These classes help to increase academic achievement, build positive relationships with school staff, and support social-emotional learning. Through smaller classroom settings, teachers can support EL, FY, and LI students through more personalized intervention in small group instruction and provide mentoring and social-emotional support.<br><br>To continue providing support through Opportunity classes and decrease suspension rates for EL, FY, and LI students, Opportunity class teachers will work closely with the discipline team, and progress monitor these students to provide additional support based on each child's unique needs. Additionally, professional development will allow teachers to increase their strategies and | Student Connectedness for EL, FY, LI and all students<br><br>Suspension Rate for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | Educational partners stated that there needs to be a continued focus on providing services that assist EL, FY, and LI students in making positive choices and decreasing suspension rates.<br><br>**Scope:**<br>  Schoolwide | toolbox for academic, social-emotional, and behavioral support.<br><br>By providing opportunity classes with dedicated teachers for the identified students at each intermediate school, Clovis Unified aims to foster this crucial sense of connection, ultimately promoting student engagement and appropriate behavior. Students perceive that they have access to caring adults who will help them feel better connected and supported through increased academic support and engagement in school. This class will provide students another location to focus on their immediate needs.<br><br>Clark Intermediate, Reyburn Intermediate, and Kastner Intermediate have an unduplicated pupil count above 40 percent, while Alta Sierra Intermediate and Granite Ridge Intermediate are slightly below this threshold. Student services are tailored to the needs of identified students, ensuring that all middle school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to a safe learning environment and additional social and emotional support. This approach, which considers the unique needs of these student groups, is designed to be the most effective use of funds to enhance student connectedness and reduce suspension rates, supported by educational research.<br><br>Research shows students are more likely to engage in appropriate behaviors when they feel connected to the school (ESSA State Framework, n.d.). This research indicates that students are more inclined to exhibit positive behaviors when | |

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| | | they feel a sense of belonging and connection within their school community.<br>This action is designed to meet the needs most associated with EL, FY, and LI students; however, because all students would benefit from this service, it is offered on a school-wide basis at all of our intermediate schools. | |
| 1.20 | **Action:**<br>CSI Support<br><br>**Need:**<br>A review of suspension and chronic absenteeism rates indicates that EL, FY, and LI students' performance needs to improve compared to the all-student group.<br><br>Based on a local needs assessment, these student groups need additional support to improve their self-esteem and develop coping skills to manage challenging situations. We believe that the social-emotional challenges have contributed to increased chronic absenteeism among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as feelings of disconnection, anxiety, and stress have led to reluctance or inability to attend school regularly.<br><br>Educational partners stated that a continued focus on social-emotional support is needed to help the identified students feel connected and available to learn. | Clovis Unified will provide additional support for LI, EL, and FY students experiencing social-emotional challenges through our Clovis Support and Intervention (CSI) program. CSI provides a platform for students to express emotions healthily, improving school attendance by enabling access to adults and fostering effective coping skills for navigating challenges. Staffing for CSI will include clerical, management, and school site stipends.<br><br>Clerical will oversee the application used by district coordinators, site coordinators, and group facilitators for the identified student referrals, CSI facilitator assignments, and scheduling. They will maintain the system, enabling site coordinators to manage referrals, assign groups, send out permission slips, and handle attendance based on EL, FY, and LI students' unique needs.<br><br>Site coordinators will conduct intake and organize CSI groups. Support groups are developed based on social-emotional concerns that FY, LI, and EL students are challenged within their lives that impede their learning. CSI groups provide services to the identified students to help them reduce | Suspension rates for EL, FY, LI and all students<br><br>Chronic absenteeism rates for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | **Scope:**<br>  LEA-wide | stress, support their mental health, and provide encouraging tools for overall improvement.<br><br>Facilitators will conduct 8-week student support groups (2 per CSI group) addressing the social-emotional challenges faced by EL, FY, and LI students. These groups aim to reduce stress, support mental health, and provide tools for improvement tailored to the needs of these subgroups. Facilitators are trained in implementing strategies such as teaching social skills, fostering positive peer relationships, and promoting reflection and self-awareness specific to these student populations.<br><br>To maintain effectiveness, we will boost communication with staff via our CSI Teacher on Special Assignment (TOSA), who will give presentations at sites to educate staff on the needs of EL, FY, and LI students. The TOSA will also share participation data and survey results for these groups. Furthermore, we'll enhance outreach to inform all educational partners about CSI, ensuring student access and facilitating referrals.<br><br>CSI services are determined and distributed based on individual LI, EL, and FY student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources | |

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| | | and support regardless of their school site. This approach, which considers the unique needs of these student groups and is designed to be the most effective use of funds to enhance student attendance and reduce suspension rates, is supported by educational research.<br><br>Research reveals that self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura).<br><br>We expect that the suspension rate, chronic absenteeism rate, local CSI survey, and educational partner input for EL, FY, and LI students will benefit; however, because we expect that all students struggling with school attendance and making positive choices will benefit, this action is provided on an LEA-wide basis. | |
| **1.22** | **Action:**<br>Additional Nursing Services<br><br>**Need:**<br>A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group must be decreased at the LEA level.<br><br>Based on a local needs assessment, EL, FY, and LI student groups would benefit significantly from personnel who work directly with students and parents at the elementary school sites to reduce health concerns by increasing staff availability and eliminating | Clovis Unified will provide additional nursing services at elementary schools. The extra nursing services enable school nurses to actively engage with FY and LI families and students actively, offering proactive support and necessary resources to maintain healthy habits. This involves linking with health centers and external agencies, providing nutrition and grooming resources, and offering direct, evidence-based support.<br><br>At Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI) nursing staff will: | Chronic absenteeism rates for EL, FY, LI, all students, Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI) and Enterprise (LI)<br><br>Educational Partner Input for EL, FY, LI, all students, Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI). |

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| | health barriers that prevent regular attendance.<br><br>Additionally, we looked at subgroup data at the slite levels to better understand the unique needs at specific schools with high chronic absenteeism rates, to better meet the specific needs of EL and LI students at specific sites: Cedarwood (EL and LI), Fancher Creek (EL), Freedom (EL), Liberty (EL), Weldon (EL and LI), and Enterprise (LI) as highlighted by the 2023 Dashboard indicator, we conducted an additional thorough root cause analysis. Our investigation revealed that the high chronic absenteeism rates stem from a need for more preventative healthcare and better connections between home and school for the EL and LI students at these sites.<br><br>Educational partners stated that there needs to be a continued focus on providing services that assist EL, FY, and LI students in maintaining daily healthy habits and increasing their attendance at school.<br><br><br>**Scope:**<br> LEA-wide | Collaborate with teachers, registrars, and transition counselors to provide additional health support for chronically absent students.<br><br>Utilize the Fresno County Mobile Health Unit to provide immunizations to families that do not have a medical provider.<br><br>Provide education to families about the newly released CDPH Symptomatic Student Guidance - When to Keep Your Child Home from School.<br><br>Provided health-related services at the school site for those without a primary care provider.  For example, see 2 Succeeds, which provides glasses to students on site, and  Big Smiles Dental exams at school.<br><br>Provide families without adequate vision insurance with VSP certificates or Lion's Club referrals.<br><br>Initiate conversations with student's primary healthcare providers to discuss a student's health needs to attend school.<br><br>Sierra Vista Children's Health Center, located on the site of one of our elementary schools, provides health-related services to all CUSD EL, FY, and LI students.<br><br>Classroom lessons to elementary students on grooming/healthy hygiene habits.<br><br>Enhancing relationships with community partners such as Valley Children's Hospital, Fresno State | |

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| | | Audiology Department, and local community health providers.<br><br>Professional development with teachers and staff on student illness and when students can remain in school.<br><br>Participate in conversations regarding attendance concerns, complete SARB reports, and provide chronic illness verification forms to take to their healthcare provider.<br><br>Nursing services are determined and distributed based on individual student needs rather than the specific schools they attend. Nurses travel to different sites to meet these unique needs. Funded through the district, these services accommodate all students, regardless of their elementary school. The programs are designed to specifically support EL, FY, and LI students, ensuring they have access to necessary resources and support no matter which school they attend to help reduce chronic absenteeism. This action is supported by research.<br><br>Research also indicates a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016). The perceptions of teachers and staff are that school nurses are vital to eliminating barriers to student learning (Baisch and Lunden, 2011).<br><br>We expect that chronic absenteeism rates for FY, EL, and LI students will benefit. However, all students experiencing high volumes of poor attendance will also benefit at these particular | |

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| | | sites; this action is provided on a school-wide basis. | |
| 1.24 | **Action:**<br>Counselors to Reduce Caseloads<br><br>**Need:**<br>A review of graduation rate and the college career indicator (CCI) data indicates that EL, FY, and LI students need higher graduation rates and to increase their College and Career Readiness as compared to the all-student group.<br><br>Based on a local needs assessment, our foster youth, low-income, and English learner students would benefit from additional support in planning their coursework, goal setting, and navigating post-secondary opportunities in high school. Furthermore, these groups need extra assistance to proactively remove the barriers they face, helping them meet the Clovis graduation requirements.<br><br>Our educational partners stated that to support EL, FY, and LI students, they needed additional time to meet with students to discuss their academic progress, postsecondary plans, and social-emotional needs.<br><br><br>**Scope:**<br>  Schoolwide | This action aims to decrease counselors' caseloads, enabling them to provide more personalized attention and connect English Learner (EL), Foster Youth (FY), and Low-Income (LI) students with essential resources. This involves assisting and prioritizing these student groups in identifying and cultivating their unique strengths and interests and creating strategies to pursue academic and career aspirations effectively.<br><br>The increased counseling services will provide more frequent contact and support for EL, FY, and LI  students at the secondary school sites. By reducing the caseloads, counselors will be able to consult with EL, FY, and LI students more frequently throughout the year to discuss college plans, develop academic plans/courses to reach goals, review graduation credits, military options, NCAA requirements, registration, college entrance tests, and review transcripts. Adding a counselor allows for more personalized connections with each identified student and more deliberate monitoring of course completion and goal setting. Counselors will work with individually identified students to create a multi-year plan to ensure they are on track for graduation.<br><br>Counselors will enhance services for EL, FY, and LI students to receive more frequent and individualized attention and connection to resources, including helping students identify and | Graduation Rate for EL, FY, LI, and all students<br><br>College/Career Indicator (CCI) for EL, FY, LI, and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | | nurture specific strengths and interests and develop plans for achieving academic and career goals. The College/Career Indicator (CCI) will also be considered as it provides a measurement that represents the percentage of high school graduates who are prepared for college or a career (Advanced Placement Exams, a–g Completion, Career Technical Education Pathway Completion, College Credit Course, JROTC, Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11), State Seal of Biliteracy). The College/Career Indicator provides more information about student preparedness for college and career across measures and student groups beyond graduation rates.<br><br>Clovis High, Clovis East, and Clovis West High Schools have an unduplicated pupil count above 40 percent, while Buchanan and Clovis North are slightly below this threshold. Student services are tailored to the needs of identified students, aiming to ensure that all high school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to increased and personalized counseling opportunities. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to enhance graduation and college and career readiness, supported by educational research.<br><br>According to the American School Counselor Association (ASCA):<br>Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a | |

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| | | significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1. For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.<br><br>This action is designed to benefit EL, FY, and LI students' access to a comprehensive counseling program that ensures they can graduate by meeting their academic, college career, and social/emotional needs. However, this action is provided school-wide because all students needing additional support will benefit. | |
| 1.25 | **Action:**<br>GIS for At-Risk Students<br><br>**Need:**<br>A review of chronic absenteeism and graduation rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to improve. Additionally, a review of the student connectedness rates for EL, FY, and LI students improved, and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness.<br><br>A local needs assessment shows that English learners (EL), Foster Youth (FY), and Low-Income (LI) students need comprehensive support tailored to their specific challenges and circumstances. This includes individualized progress monitoring, enhanced | Clovis Unified is taking proactive steps to support the success of at-risk students (EL, FY, and LI students) in grades 7-12 by providing Guidance Instructional Specialists. These specialists will play a crucial role in fostering a sense of connectedness among EL, FY, and LI students by conducting regular check-ins and facilitating access to various campus resources. By collaborating with teachers and these students, they aim to personalize the learning experience, particularly for students facing challenges related to EL, FY, and LI status.<br><br>The responsibilities of Guidance Instructional Specialists will encompass a range of supportive measures, including student conferences, referrals to internal and external support organizations, counseling services, placement in intervention classes, opportunities for credit recovery, and involvement in clubs and co-curricular activities.  In recognition of the unique challenges English learner (EL) students face, Clovis Unified's | Chronic Absenteeism Rates for EL, FY, LI and all students<br><br>Student Connectedness for for EL, FY, LI and all students<br><br>Graduation Rates for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | coordination among support personnel, and targeted interventions to address barriers to academic success, aiming to improve graduation rates, reduce chronic absenteeism, and foster a greater sense of student connectedness.<br><br>Educational partners indicated that the identified students would benefit significantly from having adults to keep them connected and actively involved in their learning.<br><br>**Scope:**<br> Schoolwide | initiative includes specific provisions to address their needs comprehensively.<br><br>In addition to the general support provided by Guidance Instructional Specialists, EL, FY, and LI students will receive tailored attention through individualized progress monitoring and enhanced coordination among Guidance Instructional Specialists, counselors, and teachers. Through these efforts, Clovis Unified anticipates several positive outcomes, including an increase in graduation rates, a decrease in chronic absenteeism, and higher rates of perceived connectedness among students based on survey data.<br><br>Clark Intermediate, Reyburn Intermediate, and Clovis East High School have an unduplicated pupil count above 40 percent. Student services are tailored to the needs of identified students, ensuring that all middle school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to a safe learning environment and additional social and emotional support, thus increasing student connectedness and decreasing chronic absenteeism. This is supported by research.<br><br>Research shows that students who believe that the teachers and other adults in their school care about them as individuals are more likely to succeed academically and are more strongly connected to their school (Blum, 2005).<br><br>This action is designed to meet the unique needs of LI, FY, and EL students, however we believe | |

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| | | that all students would benefit from this action, so these resources are available on a school-wide basis, at intermediate schools. | |
| 1.26 | **Action:**<br>Comprehensive Youth Services<br><br>**Need:**<br>A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, a review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than those of the all-student group.<br><br>A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. These students would benefit from tailored counseling services to ensure student well-being and build resilient families, with ongoing progress monitoring and collaboration between educators, counselors, and community partners to ensure effective support.<br><br>Educational partners indicated that providing resources to support mental health is needed for EL, FY, and LI students to foster a sense of belonging and community through support groups and mentorship programs can promote positive behavior and emotional well-being | Clovis Unified will continue the partnership with Comprehensive Youth Services (CYS) of Fresno to support students' social and emotional needs, including community outreach programs for EL, FY, and LI students. CYS is a private 501(c)(3) nonprofit organization dedicated to providing quality mental health and supportive services to children, adolescents, and families who have experienced abuse or domestic violence and for those who are at-risk or who are struggling with difficult personal or family issues. The agency's primary goal is to prevent child abuse and neglect, to ensure the well-being of every child/youth, and to aid in building stronger, more resilient families. Counseling services will be offered in small group and individual settings based on the identified needs of EL, FY, and LI students.<br><br>Due to our data not yielding the desired results, we held additional engagement and input sessions with our site leaders to conduct a thorough root cause analysis. Through this analysis and feedback from our educational partners, we have determined the need to strengthen our progress monitoring of our EL, FY, and LI students' behaviors and tailor our support to meet their social-emotional needs. Additionally, we will develop ongoing meetings with the site administrators and CYS team to revisit the effectiveness of our support throughout the year for students using local progress monitoring | Chronic Absenteeism Rates for EL, FY, LI and all students<br><br>Suspension Rates for for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | among all three student groups to reduce chronic absenteeism.<br><br>**Scope:**<br>  LEA-wide | metrics. Furthermore, we will include teachers and counselors in the conversations to seek their input on adjusting our partnership with CYS.<br><br>Comprehensive Youth Services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to reduce chronic absenteeism and suspension rates for EL, FY, and LI students supported by educational research.<br><br>Research posits that students who can manage their emotions do better in school (Prothero, 2019), and group counseling has been shown to improve attendance of students with high rates of absenteeism (WebbLandman, 2012).<br><br>CUSD anticipates a positive impact on El, Fy, and LI students. However, because we expect all students struggling in school will benefit, this action is provided LEA-wide. | |
| 1.27 | **Action:**<br>Administrative Support for MTSS<br><br>**Need:** | Clovis Unified is committed to implementing a Multi-Tiered System of Support (MTSS) framework to address the academic and behavioral needs of EL, FY, and LI students district-wide. | Suspension Rates for EL, FY, LI and all students |

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| | A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased. Additionally, a review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than the all-student group.<br><br>A local needs assessment shows that EL, FY, and LI students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable access to support services.<br><br>Educational partners indicated that the identified students would benefit significantly from a comprehensive MTSS plan, which places the needs of EL, FY, and LI students at the core of developing systems of support.<br><br>**Scope:**<br> LEA-wide | Administrative support dedicated to ensuring effective implementation and alignment across all schools within the district will oversee this comprehensive approach.<br><br>Specifically tailored to serve EL, FY, and LI students, the MTSS model will be designed to meet the diverse needs of these student populations. Academically, the MTSS framework will target closing the achievement gap in Mathematics and ELA, while behaviorally, it aims to reduce suspensions by providing individualized instructional and behavioral support for the identified students.<br><br>The MTSS framework will ensure the availability of multiple levels of support for EL, FY, and LI learners within each school site. By aligning resources and support services, the framework aims to provide a structured approach for teachers and support staff to effectively address the needs of identified students, thereby promoting success within the classroom environment. District administrative support will collaborate with school administrative teams, teachers, and psychologists to implement, develop, and strengthen MTSS systems. This will involve attending school site meetings and conducting workshops to assess the current state of academic and behavioral MTSS implementation and to formulate improvement plans.<br><br>The MTSS administrator will oversee the four essential components of the framework: screening to identify students in need of support, progress monitoring to track student growth, a multi-level | ELA and Math SBAC Percent Proficient for EL, FY, LI and all students<br><br>ELA and Math Local Assessments for EL, FY, LI and all students<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | | prevention system to provide targeted interventions, and data-based decision-making to inform instructional and support strategies. Through this coordinated effort, Clovis Unified aims to create a supportive and inclusive learning environment where LI, EL, and FY students can thrive academically and behaviorally. | |
| | | To maintain effectiveness, there will be an increased focus on the reduction of suspension rates for FY and LI students through the following: | |
| | | Data Analysis: Analyze suspension data to identify trends and patterns specific to FY and LI students. This analysis can help pinpoint areas for improvement and guide targeted interventions. | |
| | | Professional Development: Provide training and professional development opportunities for staff, focusing on culturally responsive practices, trauma-informed care, and strategies for supporting students from diverse backgrounds within the MTSS framework. | |
| | | Resource Allocation: Allocate resources strategically to support the implementation of interventions targeted at reducing suspension rates for FY and LI students. This may include additional staffing, specialized programs, or partnerships with community organizations. | |
| | | Family and Community Engagement: Involve families and community partners in developing and implementing strategies to support FY and LI students. Building partnerships with families and | |

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| | | community organizations can provide valuable insights and resources.<br><br>Monitoring and Evaluation: Establish a system for monitoring the effectiveness of interventions and regularly evaluate progress toward reducing suspension rates for FY and LI students. Based on data and feedback, adjust strategies as needed.<br><br>Culturally Responsive Practices: Ensure that MTSS for behavior incorporates culturally responsive practices that recognize and respect FY and LI students' diverse backgrounds and experiences. This may include incorporating relevant curriculum, providing student voice and leadership opportunities, and addressing systemic inequities.<br><br>Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The MTSS framework is designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.<br><br>MTSS is an evidence-based framework for effectively integrating multiple systems and services to address students' academic achievement, behavior, and social-emotional well- | |

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| | | being (National Association of School Psychologists).<br><br>This action is designed to meet the unique needs of LI, FY, and EL students; however, we believe that all students would benefit from it, so these resources are available on an LEA-wide basis. | |
| **1.28** | **Action:**<br>Multi-Tiered Systems of Support (MTSS)<br><br>**Need:**<br>A review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than the all-student group.<br><br>A local needs assessment shows that FY and LI students will benefit significantly from a Multi-Tiered System of Support (MTSS) as MTSS provides targeted and tiered support for academic, social, and emotional needs and increased access to interventions and supports. Within the system, tailored academic and behavioral interventions are needed to address their diverse needs and promote their academic and social-emotional well-being, including targeted strategies such as trauma-informed care and resource allocation to reduce suspension rates and ensure equitable access to support services.<br><br>To better meet the specific needs of LI students at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, | School psychologists and a teacher on special assignment play integral roles in facilitating the implementation of a Multi-Tiered Systems of Support (MTSS) framework tailored to meet the unique needs of FY and LI students. Recognizing the evolving requirements, there was a mid-year reallocation of funds to bolster administrative staffing dedicated to MTSS support district-wide, particularly in response to the full return to normal in-person learning. These staff members deliver comprehensive training to school sites and customize programs specifically designed to address the needs of FY and LI students, resulting in notable improvements in suspension rates, feelings of safety, and overall connectedness to the school environment.<br><br>MTSS serves as a structured approach to supporting FY and LI students by capitalizing on their strengths and fostering learning through the establishment of clear expectations and proactive interventions tailored to each child's specific needs. School psychologists and other personnel actively ensure fidelity to the MTSS framework across school sites through comprehensive training initiatives and direct support to identified students. These direct interventions encompass | Suspension rate for EL, FY, LI Level, and LI at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn<br><br>ED partner input for EL, FY, LI Level, and LI at Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, Reyburn |

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| | Mountain View, Red Bank, and Reyburn, as highlighted by the 2023 Dashboard suspension indicator, we conducted a thorough root cause analysis. Our investigation revealed that the high suspension rate stems from a need for students to have structured learning environments that support their academic and social-emotional growth. Additionally, students need more exposure to character-building lessons.<br><br>Additionally, educational partners shared a need to increase support for students and address the high suspension rates, allowing students to be present to access their learning.<br><br>**Scope:**<br>  LEA-wide | listening to students' concerns related to academic and socio-emotional needs and offering individual and group counseling sessions as appropriate to address their unique challenges.<br><br>At Alta Sierra, Boris, Bud Rank, Clark, Clovis High, Garfield, Gettysburg, Mountain View, Red Bank, and Reyburn, to support LI students, there will be professional development to provide staff with tools to strengthen their tier 1 and 2 MTSS to better meet the unique needs of their student population. Additionally, progress monitoring and ongoing conversations with the staff will be conducted to address the needs of the LI students.<br><br>Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The MTSS framework is designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to reduce suspension rates for EL, FY, and LI students supported by educational research.<br><br>Research shows that Multi-tiered Systems of Support (MTSS): A positive school climate is the product of a school's attention to fostering safety, promoting supportive environments, and encouraging and maintaining respectful, trusting, and caring relationships (American Institutes for Research, 2021). | |

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| | | We expect that the student connectedness, suspension rate, and student safety rating will improve for FY and LI; however, because we expect that all students struggling will benefit, this action is provided on a school-wide basis. | |
| 1.29 | **Action:** Computer-Based Data Management System<br><br>**Need:** A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, the identified students would benefit significantly from progress monitoring, which would provide more targeted and deliberate instruction to support gaps in learning. In addition, English Learner (EL), Foster Youth (FY), and Low-Income (LI) students would benefit from personalized instruction, interventions, and targeted strategies.<br><br>Educational partners stated that to support EL, FY, and LI students, feedback and support from teachers are needed to adjust the instruction to meet their needs. Additionally, teachers need an efficient system to record student progress. | Clovis Unified recognizes the importance of utilizing computer-based data management systems to effectively monitor student achievement and track academic progress. By continuing to invest in these systems, the district aims to enhance its ability to identify learning gaps and provide targeted support for EL, FY, and LI students.<br><br>Computer-based data management systems will help improve EL, FY, and LI student performance in several ways.<br><br>Data Analysis: These systems will collect and analyze various types of EL, FY, and LI student data, including academic performance, attendance records, and behavioral patterns. By examining this data, educators will identify trends, areas of improvement, and students who may need additional support.<br><br>Individualized Instruction: With access to detailed EL, FY, and LI student data, teachers will personalize instruction to better meet the needs of each student. They will identify specific areas where students are struggling and provide targeted interventions or enrichment activities accordingly. | ELA and Math SBAC Percent Proficient for EL, FY, LI and all students<br><br>ELA and Math Local Assessments for EL, FY, LI and all students<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | **Scope:** <br> LEA-wide | Targeted Interventions: Data management systems will help Clovis Unified identify students who are at risk of falling behind academically. By flagging the identified students early on, Clovis Unified will implement targeted interventions to address their needs and prevent further academic decline. <br><br> Resource Allocation: By analyzing data on student performance and needs, administrators will allocate resources more effectively. This may include providing additional support staff, investing in educational technology, or implementing targeted professional development for teachers. <br><br> Parent and Student Engagement: Many data management systems include features that allow parents and students to access real-time information about academic progress, assignments, and upcoming events. This promotes transparency and encourages collaboration between home and school, which can positively impact student motivation and performance. <br><br> Continuous Improvement: Data management systems facilitate ongoing assessment and monitoring of student progress. Clovis Unified can track the effectiveness of instructional strategies and interventions over time, making adjustments as needed to ensure continuous improvement in student performance. <br><br> To maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level | |

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| | | Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction. | |
| | | Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site. | |
| | | Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. Data management systems facilitate ongoing assessment and monitoring of student progress. They are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. | |
| | | Research supports the integration of computer-based data management systems in educational settings as means to enhance the efficiency and effectiveness of data management, ultimately supporting better instructional practices and improved student learning outcomes (Barton, E. E., & Wolery, M., 2007). | |

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| | | We expect that EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | |
| **1.30** | **Action:** Behavior Consultation Team **Need:** A review of the suspension indicator on the California Dashboard indicates that the suspension rates EL, FY, and LI are still higher than the all-student group. Based on local needs assessments, additional support is needed to better support EL, FY, and LI I students. Students need help understanding the function of their behavior, learning desired behaviors, and using appropriate strategies to cope with their stresses so they can learn. Educational partners expressed the continued need to support students' social-emotional and behavioral needs so they can access their learning. **Scope:** Schoolwide | To meet the needs of students with social-emotional and behavioral concerns that impede their learning, Clovis Unified will provide additional behavioral support psychologists, board-certified behavior analysts, and instructional assistants to support elementary sites. BCT staff supports EL, FY, and LI students struggling with behavior by developing individualized behavioral plans. Individual behavior plans are intensive interventions designed to decrease the problem behavior and provide the identified student with the tools and resources needed to succeed in the classroom and school setting. Behavior Consultation Team (BCT) staff will offer group support, individualized counseling, and provide professional development to members of the school staff to help FY, EL, and LI students feel more connected to school, understand that school is a safe place, and believe that they are a part of the school community. To maintain effectiveness in our support for students through our BCT, we will refine our referral system, communication system with the site staff, and fading process to ensure EL, FY, and LI receive the most accurate support and that | Suspension rate for EL, FY, LI, and all students ED partner input for EL, FY, LI, and all students |

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| | | as we fade away services for identified students, they are still provided proper support to succeed.<br><br>BTC services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to reduce suspension rates for EL, FY, and LI students supported by educational research.<br><br>Research shows that having qualified, supportive adults on campus who support school-based, social, and emotional learning programs yield positive effects on student behavior, while reducing conduct and internalizing problems (Durlak, et. al., 2011; Durlak, et. al., 2015).<br><br>We expect that by having the BCT support FY, EL, and LI students through counseling, strategies, and in-class observations the identified students will benefit, however we believe all students struggling can benefit, therefore this action is provided on a school-wide basis to all elementary schools. | |
| 1.31 | **Action:**<br>Mental Health Support Providers | Mental health support providers will be provided at each comprehensive high school to meet the needs of EL, FY, and LI students. These supports | Chronic Absenteeism Rates for EL, FY, LI and all students |

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| | **Need:**<br>A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, a review of the suspension indicator on the California Dashboard indicates that the suspension rates FY and LI are still higher than those of the all-student group.<br><br>A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices and to attend school regularly. These students would benefit from early intervention, individualized support, crisis intervention, and access to community resources.<br><br>Educational partners overwhelmingly requested social-emotional support services to remove barriers impacting school attendance and to equip their students with resources to make better choices.<br><br><br>**Scope:**<br> Schoolwide | are vital in promoting positive behavior and reducing suspension rates by offering early intervention, individualized support, crisis intervention, collaboration with school staff, family engagement, and access to community resources. Addressing the root causes of behavioral issues and fostering a supportive school environment will help create a pathway to success for the identified students.<br><br>Early Intervention and Prevention: Mental health support providers will identify El, FY, and LI students at risk of behavioral issues early on and intervene before problems escalate. Offering proactive support and teaching coping skills will help students manage stress, anxiety, and other emotional challenges, reducing the likelihood of disruptive behaviors that could lead to suspensions.<br><br>Individualized Support Plans: Mental health support providers will collaborate with students, teachers, and parents to develop individualized support plans tailored to the unique needs of EL, FY, and LI students. These plans may include strategies for managing emotions, building resilience, and improving social skills, which will help students navigate school challenges more effectively and reduce the likelihood of disciplinary issues.<br><br>Crisis Intervention: Mental health support providers will offer immediate support and intervention in situations where students are in crisis or experiencing significant emotional distress. Providing a safe space for the identified | Suspension Rates for for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | | students to express their feelings and concerns will help de-escalate conflicts and prevent situations from escalating to the point of suspension.<br><br>Collaboration with School Staff: Mental health support providers will work closely with school staff, including administrators, teachers, and counselors, to address behavioral issues collaboratively and holistically. Sharing insights and strategies for supporting students' social-emotional well-being will help create a supportive school culture that prioritizes prevention and intervention over punitive measures like suspensions.<br><br>Family Engagement: Mental health support providers will also involve families in the intervention process, providing resources, education, and support to parents and caregivers. They will create a unified support network that reinforces positive behavior and promotes student success by fostering strong partnerships between home and school.<br><br>Community Resources: Mental health support providers will connect EL, FY, and LI students and families with community resources and services to address broader systemic issues that may impact behavior, such as housing instability, trauma, or access to healthcare. Addressing these underlying factors will help create a more supportive environment both inside and outside of school.<br><br>Clovis High, Clovis East, and Clovis West High Schools have an unduplicated pupil count above | |

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| | | 40 percent, while Buchanan and Clovis North are slightly below this threshold. Student services are tailored to the needs of identified students, aiming to ensure that all high school English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have access to Mental Health Support Providers. This approach considers the unique needs of these student groups. It is designed to be the most effective use of funds to reduce chronic absenteeism and suspension rates, supported by educational research.<br><br>Research shows that as many as 60% of students suffer from some childhood trauma (Finklehore, 2009), and social-emotional support for students increases attendance and connection to school.<br><br>This action is designed to meet the unique needs of LI, FY, and EL students; however, we believe that all students would benefit from it, so these resources are available on an LEA-wide basis. | |
| 1.32 | **Action:**<br>Lead Psychologists and Support for Comprehensive Wellness Project<br><br>**Need:**<br>A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students are still higher than those of all student groups. Additionally, the student connectedness rates for EL, FY, and LI students improved.<br><br>A local needs assessment shows that when EL, FY, and LI students struggle with mental | Lead psychologists oversee the CUSD comprehensive wellness project, which consists of 10 distinct initiatives (PBIS, All-4-Youth, Equity and Advocacy, CSI, MTSS, Mental Health Support Providers, Peer Counseling, Suicide Prevention, BCT) supporting the social-emotional wellness of EL, FY, and LI students. The lead psychologists coordinate programs in the initiatives, provide ongoing training, supervise personnel, and conduct community outreach.<br><br>Through an evidence-based framework, we will provide support services to improve educational outcomes, such as Peer Counseling, a Behavior | Chronic Absenteeism Rates for EL, FY, LI and all students<br><br>Student Connectedness for for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | health, it can influence their ability to make appropriate choices and to attend school regularly. The need revealed that the identified students need access to a comprehensive range of resources and support systems to foster their social and emotional development.<br><br>Educational partners indicated that the identified students would benefit significantly from a comprehensive wellness plan. This plan would place EL, FY, and LI students on a solid footing and remove barriers to learning, allowing them to make better choices.<br><br>**Scope:**<br>  LEA-wide | Consultation Team, All for Youth, mental health support providers, and suicide prevention. This includes providing social-emotional strategies, group mentoring and support, access to a behavior consultation team, mental health support providers, suicide prevention, outside agency support, and peer counseling.  This initiative meets the unique needs of EL, FY, and LI students by providing tailored social-emotional strategies and support systems that address their specific challenges, such as language barriers, instability, and economic hardship. By offering services like group mentoring, behavior consultation, and mental health support, the program ensures these students receive the individualized attention and resources necessary for their academic and personal growth.<br><br>Lead Psychologists and administrative support staff for Comprehensive Wellness Project services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness and decrease suspension rates for EL, FY, and LI students supported by educational research. | |

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| | | Research indicates a strong correlation between health and wellness and attendance rates (Robert Wood Johnson Foundation, 2016).CUSD believes the Comprehensive Wellness Project will provide EL, FY, and LI students with the support they need to meet all social-emotional and behavioral needs. Ponderous research indicates that meeting students' social-emotional needs maximizes educational outcomes.<br><br>This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on an LEA wide basis. | |
| 1.33 | **Action:**<br>Elementary Social-Emotional Support<br><br>**Need:**<br>A review of chronic absenteeism rates shows that the rates for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are higher than those of the overall student population and need to be reduced. Additionally, an analysis of Smarter Balanced and local data in English Language Arts (ELA) and Math reveals that the academic achievement of EL, FY, and LI students is lower than that of the all-student group and needs to be improved.<br><br>A local needs assessment shows that when EL, FY, and LI students struggle with mental health, it can influence their ability to make appropriate choices to attend school regularly | Funding one elementary counselor and/or teacher on special assignments for each area is a proactive step by Clovis Unified to address the social-emotional needs of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students and enhance the perception of the school as a safe and supportive learning environment.<br><br>These counselors and teachers will provide the following services:<br><br>Individualized Support: Elementary school counselors will provide personalized guidance and support to FY, EL, and LI students struggling with social-emotional issues. By conducting ongoing, structured counseling sessions, counselors can address students' unique challenges and help them develop coping strategies and resilience. | Chronic Absenteeism Rates for EL, FY, LI and all students<br><br>ELA and Math SBAC Percent Proficient for EL, FY, LI and all students<br><br>ELA and Math Local Assessments for EL, FY, LI and all students<br><br>ELA and Math SBAC distance from standard for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | and impact their academics. EL, FY, and LI students will benefit from personalized guidance and intervention strategies and increased positive school perceptions.<br><br>Educational partners indicated that the identified students would benefit from support at the elementary level to address their social-emotional issues so they could focus on learning.<br><br><br>**Scope:**<br>  Schoolwide | Intervention Strategies: Counselors will offer intervention strategies tailored to the needs of FY, EL, and LI students, helping them overcome potential barriers to learning and success through individual or group sessions.<br><br>Promotion of Strengths and Interests: Counselors will help students identify and nurture their specific strengths and interests, guiding them in setting academic and career goals. By empowering students to recognize their abilities and pursue their passions, counselors can foster a sense of self-efficacy and motivation for learning.<br><br>Parent Engagement: Counselors will facilitate parent conferences to promote school, parent, and community relationships. Counselors can ensure that FY, EL, and LI students are on track for grade-level promotion and academic success by involving parents in their child's education and providing support and guidance.<br><br>Classroom Guidance Lessons: Counselors will deliver classroom guidance lessons to address social-emotional topics such as self-esteem, conflict resolution, and diversity. These lessons can help create a positive and inclusive school climate and equip all students with essential life skills.<br><br>Advocacy and Support: Counselors can advocate for FY, EL, and LI students, ensuring their social-emotional needs are recognized and addressed within the school community. By collaborating with teachers, administrators, and support staff, | |

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| | | counselors can promote a holistic approach to student well-being.<br><br>Adding elementary school counselors will allow for more personalized connections with FY, EL, and LI students and enable targeted support and intervention to address their social-emotional needs. By investing in counseling services, Clovis Unified is committed to creating a safe, nurturing, and inclusive learning environment where all students can thrive academically and emotionally.<br><br>Elementary Social-Emotional Support services are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency and decrease chronic absenteeism for EL, FY, and LI students supported by educational research.<br><br>Research indicates that social-emotional problems arise at a young age and, when left untreated, can really 'snowball' with time, leading to more difficulties later in life (Hinton, 2018). | |

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| | | This action is designed to meet the unique needs of LI, FY, and EL students, however we believe that all students would benefit from this action, so these resources are available on an LEA- wide basis. | |
| 2.3 | **Action:** Student Health Center<br><br>**Need:** A review of chronic absenteeism rates indicates that the rates of EL, FY, and LI students compared to the all-student group need to be decreased. Additionally, the student connectedness rate for EL, FY, and LI students improved, and these services have positively impacted student connectedness for these subgroups.<br><br>Based on a local needs assessment, these student groups would benefit significantly from additional preventative health services to reduce chronic absenteeism. In our experience, EL, FY, and LI students have experienced more challenges accessing medical services that would interfere with their attendance at school.<br><br>Educational partners stated that to support EL, FY, and LI students, providing students with increased health services positively influences their overall well-being.<br><br>**Scope:** | CUSD will increase health services to EL, FY, and LI students to decrease chronic absenteeism.<br><br>A health center would benefit the identified students significantly because it provides increased access to medical services, removing barriers caused by health issues that interfere with school attendance. Clovis Unified will provide a comprehensive health center staffed by a nurse practitioner and a licensed vocational nurse (LVN), offering increased medical care access. The health center will treat minor injuries, illnesses, vaccinations, and physicals. It will be available to EL, FY, and LI students of any age and is free of charge.<br><br>A student health center will allow Clovis Unified to provide immediate care for minor health issues and offer proactive health education and management. This will ensure the identified students' well-being and minimize disruptions to their attendance. This initiative will empower EL, FY, and LI students with accessible healthcare resources and supports families in managing their children's health, fostering a healthier school environment.<br><br>Student Health Center services are determined and distributed based on individual student needs | Chronic Absenteeism Rates for EL, FY, LI, and all students<br><br>Student Connectedness for EL, FY, LI, and all students<br><br>Educational Partner Input for EL, FY, LI, and all students |

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| | LEA-wide | rather than the specific schools they attend. This is only provided in areas where there is a high unduplicated percentage. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The nature of the programs is to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research.<br><br>School-based health centers have been shown to improve education outcomes, including academics and attendance. (Allison, M., Attisha, E., Lerner, M., Duncan, D. , Beers, N., Gibson, E., Kjolheded, Ch., O'Leary, S., Schumacher, H., and Weiss-Harrison, Ad., 2019).<br><br>This action is designed to meet the unique health needs of EL,FY, and LI students; however, because we expect that all students struggling with chronic absenteeism will benefit, it is provided LEA-wide. | |
| 2.5 | **Action:**<br>Supplemental Resources<br><br>**Need:**<br>A review of Smarter Balanced and local data in ELA and Math indicates that the academic | To meet the diverse academic needs of EL, FY, and LI students, Clovis Unified will provide supplemental resources and progress monitoring tools to ensure that identified students have access to a rigorous standards-aligned curriculum. | ELA and math SBAC percent proficient for EL, FY, LI and all students |

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| | achievement of EL, FY, and LI students compared to the all-student group needs to be increased.

Based on a local needs assessment, EL, FY, and LI student groups students need supplemental resources to help improve their academic performance, specifically in ELA and math foundational skills. Local experience shows that providing English Learners (EL), Foster Youth (FY), and Low-Income (LI) students with tailored enrichment and extension programs that challenge them intellectually while providing support specific to their backgrounds and experiences will enhance their academic skills and promote their overall well-being.

Educational partners expressed that supplemental resources would provide more effective instruction to support EL, FY, and LI students' academic needs, particularly in Math and ELA.


**Scope:**
  LEA-wide | These additional progress monitoring tools will assist EL, FY, and LI students with the following:

Addressing Diverse Learning Needs: Supplemental resources cater to different learning styles, abilities, and interests. They provide alternative explanations, examples, and practice activities that help El, FY, and LI students grasp challenging concepts or reinforce learning in various ways.

Differentiation: Teachers will use supplemental resources to differentiate instruction and meet El, FY, and LI students' individual needs. For example, advanced students may benefit from extension activities or enrichment materials, while struggling students can access remedial resources to fill gaps in understanding.

Enrichment and Extension: Supplemental resources will provide opportunities that challenge and engage students at higher levels of thinking. These programs will provide opportunities for higher-level thinking and engagement through culturally relevant materials, language support, and activities that build on El, FY, and LI student's strengths and interests.

Engagement and Motivation: Interactive and engaging supplemental resources, such as educational games, multimedia presentations, or hands-on activities, can spark El, FY, and LI students' interest and motivation in learning. They make learning more enjoyable and help maintain student engagement over time. | ELA and math SBAC distance from standard for EL, FY, LI and all students

ELA and math local assessments for EL, FY, LI and all students

Educational partner input for EL, FY, LI and all students |

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| | | Supporting ELs: Supplemental resources designed for ELs will provide additional scaffolding, visual supports, and simplified language to make content more accessible.<br><br>Formative Assessment: Some supplemental resources include formative assessment tools that allow teachers to gauge student understanding in real time. These assessments provide valuable feedback that informs instructional decisions and helps teachers adjust their teaching strategies.<br><br>Flexibility: Supplemental resources offer flexibility regarding when, where, and how they are used. They can be integrated into lesson plans, used for homework assignments, or provided as independent study materials, giving students opportunities for self-directed learning.<br><br>Supplemental resources are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research. | |

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| | | Research shows that students who work with aligned materials and effective supplemental resources in school achieve higher levels (Alfaucan and Tarchouna, 2017; Squires, 2012).<br><br>We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on an LEA-wide basis. | |
| 2.6 | **Action:**<br>Increased Access to Technology<br><br>**Need:**<br>A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, identified students have less access to technology than all students, and they would benefit significantly from increased access to technology because it increases opportunities for individualized instruction and access to learning both at school and at home.<br><br>Educational partners shared that there is a need for increased access to technology in the homes of FY, LI, and EL students.<br><br><br>**Scope:** | Ensuring EL, FY, and LI students have adequate access to technology is crucial in promoting equity and leveling the playing field in education. By providing students with devices to access curriculum at home and school, Clovis Unified is addressing the digital divide and empowering students to engage with 21st-century learning opportunities. Ensuring EL, FY, and LI students have adequate access to technology will help break down barriers to academic success by providing equal opportunities to engage with digital educational resources and interactive content that enhances learning in English language arts and math. Clovis Unified believes additional technology will foster a more inclusive and supportive educational environment that can address individual learning gaps and promote higher academic achievement across key subjects by equipping EL, FY, and LI students with the necessary tools for accessing a modern, adaptive curriculum.<br><br>Transitioning to a technology-based instructional system opens up a wealth of resources and interactive learning experiences for the identified | ELA and math SBAC percent proficient for EL, FY, LI and all students<br><br>ELA and math SBAC distance from standard for EL, FY, LI and all students<br><br>ELA and math local assessments for EL, FY, LI and all students<br><br>Educational partner input for EL, FY, LI and all students |

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| | LEA-wide | students. It allows them to explore and expand their knowledge beyond traditional classroom boundaries, fostering a more dynamic and personalized learning environment. Additionally, providing targeted lessons tailored to each student's needs can help address individual learning gaps and support academic growth.<br><br>Increased technology is determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase ELA and Math proficiency for EL, FY, and LI students supported by educational research.<br><br>Research indicates that students' use of technology positively correlates to increased academic achievement and improved motivation (Harris et al., 2016).<br><br>Clovis Unified will increase communication with our EL, FY, and LI families about the devices available to their students that will support and enhance their learning experiences. This action is designed to benefit EL, FY, and LI students; however, it can also benefit students who need | |

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| | | access to devices so that it will be offered on an LEA-wide basis. | |
| 2.7 | **Action:**<br>VAPA Support<br><br>**Need:**<br>A review of chronic absenteeism rates indicates that the rates of FY and LI students compared to the all-student group needs to be decreased. Additionally, the student connectedness rate for EL, FY, and LI students improved and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness.<br><br>Based on a local needs assessment, these student groups need opportunities and increased access to co-curricular activities, particularly visual and performing arts. EL, FY, and LI need additional avenues for self-expression and social interaction, fostering a sense of belonging and community among EL, FY, and LI youth.<br><br>Educational partners stated that to support EL, FY, and LI students providing students access to visual and performing arts allows students to develop their talents and stay connected to school. | In our experience, engaging in co-curricular activities enhances students' school experience, fosters pride, promotes teamwork, and boosts school connection, ultimately decreasing chronic absenteeism.<br><br>By engaging the identified students in creative endeavors, these programs create a supportive environment that encourages regular attendance and cultivates a deeper connection to the school.<br><br>The design of visual and performing arts programs will be tailored to accommodate the diverse needs of English learners, foster youth, and low-income students by incorporating culturally relevant content, offering multilingual support materials, and providing flexible scheduling options to accommodate varied circumstances. Repairing and purchasing performing arts equipment as "loaners" ensures equitable access to resources, eliminating barriers to participation for students facing financial constraints.<br><br>Administrative support, dedicated support staff, and teacher specialists can further bolster Visual and Performing Arts programs by providing ongoing training and professional development for teachers and support staff to effectively implement inclusive practices and address the unique needs of EL, FY, and LI students. Collaborating with community partners and educational partners to expand opportunities for students to showcase | Chronic Absenteeism Rates for EL, FY, LI and all students<br><br>Student Connectedness for EL, FY, LI and all students<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | **Scope:**<br>　LEA-wide | their talents and engage with the broader community through arts events and performances.<br><br>We will continue to reduce the chronic absenteeism rate and increase student connectedness for EL, FY, and LI  student by keeping them connected to visual and performing arts programs by providing them with access to instruments (loaners), additional materials and resources, and staff to support the programs (administrative support, support staff, a teacher on special assignment).<br><br>Additional VAPA support is determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. This is supported by educational research.<br><br>Research shows that visual and performing arts activities in school have positive social impacts (Kisida and Bowen, 2019), support increased attendance (Taetle, 1999), and influence academic achievement and behavior (Chen, 2020). Research shows that students who are engaged in school have higher attendance rates (Railsback, 2004). | |

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| | | This action is designed to meet the unique needs of EL, FY, and LI students. However, because we expect that all students struggling with chronic absenteeism and student connectedness will benefit, this action is provided LEA-wide. | |
| **2.8** | **Action:** Increase Connection Points to School **Need:** A review of chronic absenteeism rates indicates that the rates of FY and LI students compared to the all-student group needs to be decreased. Based on a local needs assessment, these student groups feel more connected to school if they have opportunities to attend and participate in school activities with access to enrichment experiences. Educational partners stated that increased parent engagement opportunities allow for EL, FY, and LI students to become more aware of the importance of attendance and school participation. **Scope:** LEA-wide | Based on our experience, participating in enrichment activities and offering more parental support enriches the experiences of EL, FY, and LI students and their families, fostering stronger school connections and reducing chronic absenteeism. CUSD is committed to supporting students and families of EL, FY, and LI students through various initiatives. These include parent academies, one-on-one conferences, and transition team centers to provide educational opportunities and foster meaningful connections. Monthly parent academies offer academic and social-emotional strategies, guidance on technology use, and assistance navigating the educational system. Additionally, EL, FY, and LI students benefit from increased connection points such as college trips, motivational speeches, field trips, leadership seminars, co-curricular events, and mentoring programs to enhance academic and social skills. Increase Connection Points to School are determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no | Chronic Absenteeism Rates for EL, FY, LI and all students Student Connectedness for EL, FY, LI and all students Educational Partner Input for EL, FY, LI and all students |

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| | | matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research.<br><br>Research shows that increasing student engagement improves attendance rates (Center for Disease Control and Prevention, 2018).<br><br>This action is designed to meet EL, FY, and LI students' unique needs. However, we expect that all students are struggling with chronic absenteeism and student connectedness, so this action is provided LEA-wide. | |
| **2.9** | **Action:**<br>Transition SRL's<br><br>**Need:**<br>A review of the student connectedness rates for EL, FY, and LI students improved and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness. Additionally, a review of the suspension, chronic absenteeism, and graduation indicator on the California Dashboard indicates EL, FY and LI are still behind the all-student group. | The purpose of this action is to support EL, FY, and LI students with school and its resources to increase their sense of belonging and connectedness. Clovis Unified will provide Student Relation Liaisons (SRLs) and Instructional Assistants (IAs) assigned to each of the high school area transition teams. SRLs and IAs work directly with the parents and students, offering social-emotional support, connecting students to intervention programs, communicating with classroom teachers concerning the academic progress of the student, and encouraging students to participate in activities at the school.<br><br>We expect that the student and parent survey results of foster youth, low-income, and English | Graduation Rate for for EL, FY, LI and all students<br><br>Chronic Absenteeism Rate for EL, FY, LI and all students<br><br>Student Connectedness for EL, FY, LI and all students<br><br>Local Transitions Student Survey for EL, FY, and LI students |

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| | Based on a local needs assessment, when EL, FY, and LI students are connected with a caring adult as they transition between schools they have an increased overall sense of connection, more academic success, and higher attendance rates.<br><br>Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the Transition Programs to increase student and parent perception of being treated fairly, valued, and having an increased sense of belonging.<br><br>**Scope:**<br>  LEA-wide | learners will increase regarding their positive perception and school connectedness, including feeling valued, safe, and welcome.<br><br>Transition SRL'sare determined and distributed based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates and student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research.<br><br>Research shows that positive mentoring programs at school sites promote improved school behavior and connectedness (Gordon, Downey, and Bangert, 2013).<br><br>This action is designed to meet the unique needs of EL, FY, and LI students. However, we expect that all students struggling with chronic absenteeism and student connectedness will benefit, so this action is provided LEA-wide. | Educational Partner Input for EL, FY, LI and all students |
| 2.10 | **Action:**<br>Transition Directors<br><br>**Need:** | Clovis Unified will assign Transition Directors to high school area transition teams to aid EL, FY, and LI students as they move between grade levels. These directors will ensure that each | Graduation Rate for for EL, FY, LI and all students |

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| | A review of the student connectedness rates for EL, FY, and LI students improved and these services have been shown to have a positive impact on student connectedness for these subgroups. Without these services, EL, FY, and LI students may decrease in student connectedness. Additionally, a review of the suspension, chronic absenteeism, and graduation indicator on the California Dashboard indicates EL,  FY and LI are still behind the all-student group.

Based on a local needs assessment, when EL, FY, and LI students are connected with a caring adult as they transition between schools they have an increased overall sense of connection, more academic success, and higher attendance rates.

Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who support the Transition Programs to provide students with the support related to challenges they face at school to stay connected and attend school.


**Scope:**
  LEA-wide | student from these groups is paired with a supportive adult who will guide them with tailored support, advocacy, and access to resources during their transitions.

The assignment of Transition Directors who provide consistent and personalized support to EL, FY, and LI students helps these individuals feel seen and valued within the school community, fostering a sense of belonging. Transition Directors will partner with local agencies to support each of these subgroups (EL, FY, and LI) to provide services to meet the unique needs of the students. This tailored advocacy and resource access ensures that each student recognizes they have a dedicated ally in their educational journey, reinforcing their connection to the school and their peers.

The presence of Transition Directors provides EL, FY, and LI students with reliable and personalized support, making them more likely to engage consistently with their school environment. This structured support system addresses specific barriers these students may face, such as socio-emotional challenges or logistical issues, thereby reducing the likelihood of chronic absenteeism.

Transition Directors play a pivotal role in improving graduation rates by ensuring that EL, FY, and LI students receive continuous guidance and tailored support aimed at overcoming academic and non-academic barriers. This targeted intervention helps maintain students' academic progress and engagement, directly contributing to their ability to | Chronic Absenteeism Rate for EL, FY, LI and all students

Student Connectedness for EL, FY, LI and all students

Local Transitions Student Survey for EL, FY, and LI students

Educational Partner Input for EL, FY, LI and all students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | meet graduation requirements and succeed in their educational pursuits.<br><br>Transition Directors support individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates and student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research.<br><br>Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion, reduce absenteeism and help prevent dropout (ESSA State Framework).<br><br>This action is designed to meet EL, FY, and LI students' unique needs. However, we expect that all students struggling with graduating, chronic absenteeism and student connectedness will benefit so this action is provided LEA-wide. | |
| 2.11 | **Action:**<br>Transition Counselors | Clovis Unified will assign Transition Counselors to high school area transition teams to aid EL, FY, and LI students as they move between grade | Graduation Rate for for EL, FY, LI and all students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>A review of graduation rate data in the metric section indicates there is a need to increase graduation rates of EL, FY, and LI students compared to the all student group.<br><br>Based on a local needs assessment, when EL, FY, and LI would benefit greatly from additional counselor support to ensure they achieve the necessary requirements to graduate.<br><br>Educational partners stated that to support EL, FY, and LI students there is a need to continue to have adults who provide students with the support related to challenges they face at school to stay on track to graduate.<br><br><br>**Scope:**<br>  LEA-wide | levels. These counselors will ensure that each student from these groups is paired with a supportive adult who will guide them with tailored support, advocacy, and access to resources during their transitions.<br><br>To support EL, FY, and LI students, Clovis Unified will provide Transition Counselors tasked with facilitating regular meetings to monitor graduation progress. These counselors will guide students in selecting appropriate classes, accessing academic support, and utilizing resources. Working closely with students and parents, they will conduct structured counseling sessions focused on academic goals. Additionally, they will foster collaboration between the school, parents, and the community through parent conferences to ensure that EL, FY, and LI students are progressing toward graduation.<br><br>Transition Counselors support individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates  for EL, FY, and LI students supported by educational research. | Educational Partner Input for EL, FY, LI and all students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help increase graduation rates (ESSA State Framework).<br><br>This action is designed to meet EL, FY, and LI students' unique needs. However, we expect that all students struggling with graduation to benefit, so this action is provided LEA-wide | |
| 2.12 | **Action:**<br>Transition LD's<br><br>**Need:**<br>A review of the student connectedness rates for EL, FY, and LI students improved, and these services have been shown to impact student connectedness for these subgroups positively. However, EL, FY, and LI students may decrease their connectedness without these services. Additionally, a review of the suspension, chronic absenteeism, and graduation indicators on the California Dashboard indicates that EL, FY, and LI are still behind the all-student group.<br><br>Based on a local needs assessment, when EL, FY, and LI students are connected with caring adults transitioning between schools and grade levels, they have an overall sense of connection, more academic success, and higher graduation and attendance rates. | Clovis Unified will assign one Transition Learning Director to each comprehensive secondary site to oversee the implementation of personnel and programs aimed at enhancing school connectedness and student achievement for EL, FY, and LI students. These directors will coordinate intervention initiatives at the sites aimed at supporting EL, FY, and LI students, meeting with these students facing academic challenges and linking them with appropriate intervention programs. The director will manage the site's engagement plan, organize activities, and encourage identified students to participate. Additionally, they will collaborate with these students' teachers, offering professional development on effective strategies for supporting at-risk youth and enhancing teaching and learning. By providing additional administrative support, these directors will guide EL, FY, and LI students in accessing school resources and personalized mentorship, promoting holistic growth. This initiative aims to ensure equitable access to | Graduation Rate for for EL, FY, LI and all students<br><br>Chronic Absenteeism Rate for EL, FY, LI and all students<br><br>Student Connectedness for EL, FY, LI and all students<br><br>Local Transitions Student Survey for EL, FY, and LI students<br><br>Educational Partner Input for EL, FY, LI and all students |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|  | Educational partners stated that to support EL, FY, and LI students, there is a need to continue to have adults who support the Transition Programs to provide students with support related to the challenges they face so they can stay connected and attend school.<br><br>**Scope:**<br>  Schoolwide | resources for these student groups, fostering both connection and academic success.<br><br>Transition Learning Directors support individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase graduation rates and student connectedness and decrease chronic absenteeism rates for EL, FY, and LI students supported by educational research.<br><br>Research shows students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion and help prevent dropout (ESSA State Framework).<br><br>This action is designed to meet EL, FY, and LI students' unique needs. However, we expect all students struggling with graduating, chronic absenteeism, and student connectedness to benefit, so this action is provided LEA-wide. |  |

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| 2.13 | **Action:**<br>Diverse Student Engagement and Support<br><br>**Need:**<br>A review of the data indicates a need for student and parent connectedness for EL, FY, and LI students and parents as compared to the all-student group. There is a need for ongoing opportunities to engage in educational activities aimed at enhancing their understanding and abilities within educational programs. Parents also wanted improved communication regarding available resources. Particularly, there's a focus on supporting parents and families of EL, FY, and LI students with accessing these resources.<br><br>Based on a local needs assessment, there is a need to increase the perception of EL, FY, and LI students being treated fairly, valued, and respected for their diverse backgrounds.<br><br>Educational partners stated that supporting EL, FY, and LI students by providing students access to visual and performing arts allows students to develop their talents and stay connected to school.<br><br>**Scope:**<br> LEA-wide | Clovis Unified will assign an administrator dedicated to promoting equitable and engaging classrooms to address the critical need to improve perceptions of fairness, value, and respect towards EL, FY, and LI students due to their diverse backgrounds. This administrator will assist in organizing and facilitating Student Success Conferences tailored to meet the needs of diverse student populations, including English learners, foster youth, and low-income students from various ethnic backgrounds, such as Asian, Hispanic, and African-American. They will also curate additional resources and deliver professional development sessions to staff, focusing on the specific needs of this diverse student demographic. Through this training, staff will gain a deeper understanding of the unique challenges and perspectives of EL, FY, and LI students, fostering a more inclusive learning environment. By incorporating students' cultural backgrounds into the curriculum and instruction and other school engagement activities, students will feel more connected to the school environment and better equipped to achieve their academic potential.<br><br>Diverse Student Engagement and Support personnel and conferences are provided based on individual student needs rather than the specific schools they attend. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. The programs are designed to serve EL, FY, and LI students specifically, ensuring they have access | Student Connectedness for EL, FY, LI and all students<br><br>Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs<br><br>Educational Partner Input for EL, FY, LI and all students |

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| | | to necessary resources and support regardless of their school site. We believe this action is the most effective use of the funds to increase student connectedness for EL, FY, and LI students supported by educational research.<br><br>Research shows that access, voice, and ownership of families and educators are essential for promoting the success of at-risk students (Sheldon & Turner-Vorbeck, 2019)<br><br>This action is designed to meet EL, FY, and LI students' unique needs. However, because we expect that all students struggling with fairness, value, and respect will benefit and the respect for cultural beliefs will increase, this action is provided LEA-wide. | |
| 3.2 | **Action:**<br>Professional Development<br><br>**Need:**<br>A review of Smarter Balanced and local data in ELA and Math indicates that the academic achievement of EL, FY, and LI students compared to the all-student group needs to be increased.<br><br>Based on a local needs assessment, these student groups face additional challenges that can impact their academic success; therefore, they need educators who receive ongoing professional development to support their unique needs. | Clovis Unified will provide ongoing professional development to our staff to support the unique challenges that EL, FY, and LI students face.<br><br>Professional development for educators working with EL, FY, and LI students is essential for equipping them with the knowledge, skills, and resources needed to effectively support these students academically, socially-emotionally, and behaviorally. It is critical in promoting equity, building relationships, and fostering positive outcomes for EL, FY, and LI students.<br><br>Professional development will equip our educators with strategies and techniques specifically designed to meet the needs of EL, FY, and LI students. These strategies may include differentiated instruction, trauma-informed | ELA and math SBAC percent proficient for EL, FY, LI and all students<br><br>ELA and math SBAC distance from standard for EL, FY, LI and all students<br><br>ELA and math local assessments for EL, FY, LI and all students<br><br>Educational partner input for EL, FY, LI and all students |

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| | Educational partners stated that to support EL, FY, and LI students, educators should know the most effective strategies for impacting students.<br><br>**Scope:**<br> LEA-wide | teaching practices, culturally responsive teaching methods, and techniques for supporting students with diverse learning needs.<br><br>Professional development will be geared to help educators understand and address the systemic inequities that contribute to the challenges faced by EL, FY, and LI students. By raising awareness of biases and promoting culturally responsive practices, educators can create more inclusive and equitable learning environments where all students can thrive.<br><br>Professional development will provide teachers with skills and insights for building strong relationships with EL, FY, and LI students. Positive relationships between teachers and students foster a supportive learning environment and promote student engagement and success.<br><br>Professional development will help educators develop strategies for fostering social-emotional skills, creating a positive classroom climate, and supporting the mental health needs of EL, FY, and LI students.<br><br>Professional development will provide educators with the knowledge and tools to recognize and respond to signs of trauma and promote resilience and positive coping strategies among their students. | |

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| | | Professional development will help educators use data effectively to identify students who may be at risk and tailor instruction to meet their individual needs. By analyzing student data and progress, educators can make informed decisions about interventions and support services to help EL, FY, and LI students succeed.<br><br>Clovis Unified is revisiting our essential standards districtwide for TK-12. We are revisiting our curriculum maps, common assessments, and local benchmarks. We will be providing ongoing professional development tailored to the needs of EL, FY, and LI. Additionally, to maintain effectiveness throughout the academic year, we will implement regular check-ins and enhance our Teacher Grade Level Expectations (TGLE) process to assess progress and effectiveness for EL, FY, and LI students. Moreover, we will enhance scheduling flexibility to accommodate the varied needs and circumstances of EL, FY, and LI students and revisit our structure, models, and strategies for small-group instruction.<br><br>Site Area Administrators will collaborate with the district to ensure the staff addresses the learning gaps of the EL, FY, and LI students at their site.<br><br>Professional development is determined and provided based on the site initiatives according to student needs. Funded through the district, these services are provided to accommodate all students' needs, regardless of their school. This approach ensures that the neediest students receive support no matter where they are enrolled. | |

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| | | The professional development is designed to serve EL, FY, and LI students specifically, ensuring they have access to the most effective strategies from staff that have been trained. This is supported by educational research.<br><br>Research shows that professional development that provides teachers with strategies tailored to the linguistic and cultural needs of ELs can improve instructional practices and student outcomes in this group. Furthermore, teachers who participated in targeted PD showed a greater ability to design and deliver instruction that was both accessible and challenging for their diverse student populations, leading to improved student performance (Penuel, W. R., Gallagher, L. P., & Moorthy, S., 2011).<br><br>We expect that the state and local achievement data in ELA and Math for EL, FY, and LI students will benefit; however, because we expect that all students struggling academically will benefit, this action is provided on a school-wide basis. | |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| 1.7 | **Action:**<br>Specialized Services and Support for Multilingual English Learner Students<br><br>**Need:**<br>A review of our EL metric results indicates that 15% of our EL students decreased at least one ELPI level, which is an increase from prior years. Additionally, 6 schools have a Red indicator in ELPI. Additionally, we need to increase our EL Reclassification Rates.<br><br>Local data shows a need to provide specialized services for our multilingual EL students that support a whole-student approach starting from enrollment. Supporting the whole child for English Learners involves addressing their academic, linguistic, social, and emotional needs through tailored instruction, culturally responsive practices, and family engagement. We believe this approach will ensure a holistic development that fosters academic success, cultural competence, and social-emotional well-being.<br><br>To better meet the specific needs of EL students at specific sites ( Boris, Jefferson, Mountain View, Oraze, and Red Bank), as highlighted by the 2023 Dashboard indicator, we conducted a thorough root cause analysis. Our investigation revealed that the low ELPI scores stem from a need for more tailored | Our data shows that we need to offer specialized services for our multilingual English Learner (EL) students, focusing on a comprehensive approach that begins at enrollment. This specialized approach aims to establish a designated point of contact for our immigrant, migrant, and EL families. A community liaison will be responsible for facilitating communication and linking families with community resources. This liaison will be integrated into our English Learner intake process during registration, providing access to inter-district and community resources as well as essential supplies for our students and their families.<br><br>Moreover, the liaison's responsibilities will encompass continuous support for students and families, including regular communication, monitoring grades and reports, and providing language assistance. By incorporating the intake process into this role, we ensure that students are placed in appropriate classes tailored to their language acquisition needs, thereby maximizing effectiveness.<br><br>Clovis will provide additional language assistance to our multilingual English Learner (EL) students to aid them in enhancing their ELPI levels as they progress towards reclassification. This support will encompass a range of supplemental resources, including targeted language interventions, online tools, teacher guidance, and coaching on effective | ELPI LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank<br><br>Reclassification rate LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank<br><br>ED partner input LEA Level, Boris, Jefferson, Mountain View, Oraze, and Red Bank |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | support and better connections between home and school for the EL students at these sites.<br><br>Additionally, educational partners indicated a need for increased communication with families, additional resources, additional language support for students, and an increase in immigrant student enrollment who need additional support.<br><br>**Scope:**<br>    Limited to Unduplicated Student Group(s) | instructional strategies. Moreover, we will offer additional written and oral translations to ensure comprehensive support for their language acquisition journey. This will increase opportunities for supplemental language instruction through additional resources for students who need it the most.<br><br>This action would also support more opportunities for professional development for staff around language acquisition and supporting the different typographies of multilingual students within our district.<br><br>At Boris, Jefferson, Mountain View, Oraze, and Red Bank, the EL coordinator will provide specific professional developments tailored to the unique needs of their EL students, including progress monitoring and ongoing conversations with the staff to address these needs. The community liaison will provide additional support for these schools with the intake process to ensure the needs of the students and parents are met.<br><br>Research shows that as a result of receiving training on teaching with the ELD strategies and coaching support, the teachers' mindset shift and skills increase so they are more confident and comfortable with providing English language learners rigorous instruction and improving their reading, writing, listening, and speaking skills (Mendoza & Wu, 2022). | |
| **1.15** | **Action:**<br>ELD teachers at Secondary Schools | CUSD is revising the ELD pathway model for secondary students to better support the EL students in their core classes while maintaining | ELPI |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>A review of our EL metric results indicates that 15% of our EL students decreased at least one ELPI level, an increase from prior years.<br><br>A local needs assessment indicated that EL students need support in their classes and access to a schedule that allows them to learn and participate in electives to enhance their experience and explore post-secondary options. In addition, English Learners (ELs) would benefit from access to resources that accommodate their diverse linguistic and cultural backgrounds, specialized instructional strategies, individualized support, and opportunities for language development to ensure equitable access to education and academic success.<br><br>In response to the 2023 Red Dashboard indicators for Clark and Clovis East, we conducted a comprehensive root cause analysis to address the specific needs of English Learner (EL) students. Our findings indicated that low math scores are largely attributed to the achievement gap among EL students, particularly in the area of math word problems, highlighting the need for targeted support to strengthen their language skills in this context.<br><br>Additionally, educational partners indicated a need for increased communication with families, additional resources, additional language support for students, and an increase in immigrant student enrollment who | English language development and language acquisition to ensure all EL students have access to electives and co-curricular activities, which leads to academic success and college and career readiness. The model will consist of ELD teachers continuing to teach ELD courses and pushing to support EL students in their core classes. ELD teachers will continue to provide high-quality integrated and designated ELD to support vocabulary and language development in the ELD class and during push-in time for core classes.<br><br>The EL administrator will oversee the EL program and services districtwide. The administrator will frequently work with secondary ELD teachers in a PLC to provide ongoing support, professional development, and curriculum needs. ELD teachers will also be provided with supplemental resources to support language acquisition through language-focused interventions, online resources, and/or teacher support and coaching around instructional strategies<br><br>At Clark and Clovis East, the EL coordinator will provide specific professional developments tailored to the unique needs of their EL students with language skills that impact their math skills. This includes progress monitoring and ongoing conversations with the staff to address the needs of the EL students.<br><br>Research shows that as a result of receiving training on teaching with the ELD strategies and coaching support, the teachers' mindset shift and skills increase so they are more confident and comfortable with providing English language | Math Distance from Standard Met Clark, Clovis East<br><br>ED partner input |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | need additional support. Education partners also stated that continued support for EL students is critical to their language acquisition.<br><br>**Scope:**<br>  Limited to Unduplicated Student Group(s) | learners rigorous instruction and to improve their reading, writing, listening, and speaking skills (Mendoza & Wu, 2022).<br><br>We anticipate that this limited action will support all of our EL students at the secondary level. | |
| **1.21** | **Action:**<br>Multilingual EL Summer School<br><br>**Need:**<br>A data review indicates an increase in immigrant enrollment (from 250 students to 728); 15% of our EL students decreased at least one ELPI level.<br><br>Following a needs assessment, it was determined that English Learner (EL) students require extra time and support to enhance their language acquisition and academic abilities. In response to teacher input and a thorough needs assessment, Clovis Unified School District has prioritized efforts to bolster our English learners' academic vocabulary and literacy skills.<br><br>Educational partners shared the need for additional resources for language support and the need to sustain the utilization and practice of the English Language to support EL students' success.<br><br>**Scope:** | We will provide EL students with summer school focused on academic language acquisition and research-proven strategies for accelerated language development.<br><br>Our Multilingual EL Summer School is designed to meet the needs of various EL typographies by utilizing research-based strategies that are focused on:<br>Reading<br>writing<br>Oral Language<br>Academic Vocabulary<br>Study Skills development<br>Self-determination and leadership<br><br>Each of these pillars aligns with the California EL Roadmap through a different principal to ensure students are provided opportunities related to both district and state goals.<br><br>Due to the input from our educational partners for increased support for EL students and their unique needs, we will provide EL students with additional summer based on revisiting the effectiveness of our past strategies and implementing more effective research-based strategies. We will | ELPI<br><br>ED partner input/feedback |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | Limited to Unduplicated Student Group(s) | provide professional development to support our summer instructors in utilizing these strategies.<br><br>MTSS is an evidence-based framework for effectively integrating multiple systems and services to address students' academic achievement, behavior, and social-emotional well-being (National Association of School Psychologists). ELD instruction is designed to advance English learners' knowledge and use of English in increasingly sophisticated ways (Saunders, Goldenberg, and Marcelletti, nd).<br><br>This is a limited action for EL students in grades TK-12. | |
| **1.23** | **Action:**<br>Personnel for SSSA for Foster & Homeless Support<br><br>**Need:**<br>A review of chronic absenteeism and suspension rates indicates that the rates of FY and Homeless students compared to the all-student group need to be decreased. Based on local data, FY and Homeless student connectedness need to be increased.<br><br>A needs assessment reveals that the identified students would benefit from a caring adult meeting with them regularly and connecting them to available community and school resources to ensure they have the support they need to reduce absences and help them feel connected to the school. Foster Youth (FY) and homeless youth have unique needs | As identified in the needs assessment, FY and Homeless students have unique needs, such as access to school, attendance issues, and stable connections to school programs. By providing personnel, training, and materials, we will be able to dedicate time to working with students who are struggling with chronic absenteeism and school connectedness. This provides an opportunity for staff to meet with students regularly, build relationships with foster homes and group homes, and communicate with the school site to remove barriers identified in the needs assessment.<br><br>Additional personnel will work directly with these students to mentor and support them and remove any barriers to available resources such as transportation, materials, supplies, clothing, food, counseling, and academic support. | Chronic Absenteeism Rates for FY and Homeless students<br><br>Student Connectedness for FY and Homeless students<br><br>Suspension Rates for FY and Homeless students<br><br>Educational Partner Input for FY and Homeless students |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | stemming from experiences of instability, trauma, and lack of familial support, which can impact their academic engagement, social-emotional well-being, and overall educational success. Addressing these needs will require tailored interventions, such as access to counseling services, housing assistance, and additional academic support, to ensure these students receive the necessary resources and support to thrive in school.<br><br>As highlighted by the 2023 Red Suspension Dashboard indicator, we conducted a thorough root-cause analysis to better meet the specific needs of foster youth and homeless youth. Our investigation revealed that the high suspension rates of these two groups of students stem from a need to provide behavioral support and interventions and provide staff with tools and strategies to work with FY and Homeless student needs.<br><br>Educational partners stated that to support FY and homeless students; there is a need to continue to have adults who assist with removing these students' barriers.<br><br>**Scope:**<br>  Limited to Unduplicated Student Group(s) | Specifically, to reduce suspension rates among homeless and foster youth students, we will provide targeted support such as counseling services and mentorship programs tailored to address the trauma and instability they may face. We will train the site leaders to ensure sites are accounting for the unique circumstances and prioritize stability and support over punitive actions for FY and homeless youth.<br><br>Research finds that the presence of one or more caring, committed adults in a child's life increases the likelihood that the student will have a sense of belonging and will be connected to the school (Murphey, et. al, 2013). Research supports that students who feel connected to their school and who feel safe have higher attendance rates (Blum, 2005).<br><br>This action is limited to FY and Homeless from TK-12th grade. | |
| **1.34** | **Action:**<br>LTEL Support<br><br>**Need:** | Clovis Unified has a numerically significant LTELs pupil subgroup (at least 15) and support will be provided to strengthen language acquisition programs specific to LTELs. | Reclassification Rates for LTEL students<br><br>ELPI for LTEL students |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | A review of Clovis Unified's reclassification rate shows a 10% increase over the last three years. We aim to reclassify more of our long-term English learners (LTELs) and improve their English Language Proficiency Indicator (ELPI) scores.<br><br>A local needs assessment indicated that LTEL students need explicit language acquisition integrating subject-matter content, English literacy and language, and academic vocabulary. The assessment revealed that these students struggle significantly with understanding and applying academic language in various subjects. To address these gaps, it is essential to implement comprehensive instructional approaches that combine language development with content mastery, ensuring that LTEL students can succeed academically and reach their full potential.<br><br>Education partners also stated that continued support for LTEL students is critical to their language acquisition.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | To increase support for Long-Term English Learners (LTEL) in developing English literacy, intermediate teachers will receive professional development throughout the year around AVID Excel, which is a specific strategy to support LTELs. AVID Excel works by accelerating language acquisition, developing literacy, and placing AVID Excel students on the path to high school AVID, which includes AVID Emerge strategies in the ELD Pathway classes and college preparatory coursework.<br><br>AVID Excel supports Long-Term English Learners (LTELs) by offering tailored language development activities and academic literacy skills, fostering a culturally responsive and supportive learning environment. Through its emphasis on college and career readiness and the creation of a strong community, AVID Excel empowers LTELs to succeed academically and envision their future pathways.<br><br>The high school ELD programs include an ELD class to support ELD students at specific levels to include LTEL students. Additionally, there are ELD pathways at the high school level with teachers who are Specially Designed Academic Instruction for English (SDAIE) trained and/or AVID Emerge trained. These teachers support students in their core classes, including English, math, science, and other courses.<br><br>Research shows that despite proficiency in social English, LTELs typically lack proficiency in academic language and thus require dedicated | ED partner input for LTEL students |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | support in developing vocabulary needed for academic settings (Hanover, 2017).<br><br>We anticipate that this limited action will support all our LTEL students at the secondary level. | |

For any limited 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, as applicable.

N/A

## Additional Concentration Grant Funding

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.

N/A

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of 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 |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 455,707,075.00 | 43,179,989.00 | 9.475% | 0.000% | 9.475% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $359,929,670.00 | $285,310,210.00 | $2,774,849.00 | $21,383,472.00 | $669,398,201.00 | $566,825,609.00 | $102,572,592.00 |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Instructional and Operational Technology | All | | No | | | | | $6,865,322.00 | $2,310,508.00 | $9,175,830.00 | | | | $9,175,830.00 | |
| 1 | 1.2 | Class Size Reduction | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Clovis, Cole, Mickey Cox, Fancher Creek, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner, Weldon. | | $1,835,211.00 | $0.00 | $1,835,211.00 | | | | $1,835,211.00 | |
| 1 | 1.3 | Students with IEPs | Students Disabilities | with | No | | | | | $124,334,209.00 | $9,403,641.00 | $7,495,105.00 | $114,015,750.00 | $2,774,849.00 | $9,452,146.00 | $133,737,850.00 | |
| 1 | 1.4 | Career Technical Education On-going Operating Costs | All | | No | | | | | $4,740,332.00 | $1,482,280.00 | $3,302,717.00 | $2,528,098.00 | | $391,797.00 | $6,222,612.00 | |
| 1 | 1.5 | Career Technical Education Courses | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $5,339,781.00 | $112,000.00 | $5,451,781.00 | | | | $5,451,781.00 | |
| 1 | 1.6 | Licensing to Provide Online College and Career Planning | English Foster | Learners Youth | Yes | Schoolwide | English Learners Foster Youth | 6th grade and all high | | $0.00 | $45,852.00 | $45,852.00 | | | | $45,852.00 | |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low | Income | | | Low Income | schools | | | | | | | | | |
| 1 | 1.7 | Specialized Services and Support for Multilingual English Learner Students | English | Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools Specific Schools: Boris, Jefferson, Mountain View, Oraze, and Red Bank | | $110,480.00 | $30,485.00 | $140,965.00 | | | | $140,965.00 | |
| 1 | 1.8 | Instructional Supplemental Support for Sites | Foster | Youth | Yes | LEA-wide | Foster Youth | All Schools | | $1,279,341.00 | $1,278,135.00 | $2,557,476.00 | | | | $2,557,476.00 | |
| 1 | 1.9 | Enrichment Supplemental Support for Sites | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $729,376.00 | $729,376.00 | | | | $729,376.00 | |
| 1 | 1.10 | Summer Intervention Learning Academy | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | | $857,343.00 | $0.00 | $857,343.00 | | | | $857,343.00 | |
| 1 | 1.11 | Push-In for K-6 Teachers | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All elementary schools | | $377,157.00 | $748,208.00 | $1,125,365.00 | | | | $1,125,365.00 | |
| 1 | 1.12 | Additional Support for Core Classes and College & Career Success | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $3,115,302.00 | $0.00 | $3,115,302.00 | | | | $3,115,302.00 | |
| 1 | 1.13 | Secondary Intervention | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $718,295.00 | $270,911.00 | $989,206.00 | | | | $989,206.00 | |
| 1 | 1.14 | Healthy Start Coordinator | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Alternative education schools | | $100,474.00 | $0.00 | $100,474.00 | | | | $100,474.00 | |
| 1 | 1.15 | ELD teachers at Secondary Schools | English | Learners | Yes | Limited to Unduplicated Student Group( | English Learners | All high schools | | $1,737,319.00 | $1,080.00 | $1,738,399.00 | | | | $1,738,399.00 | |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | s) | | | | | | | | | | | |
| 1 | 1.16 | Online Curriculum for Intervention & Credit Recovery | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $0.00 | $155,000.00 | $155,000.00 | | | | $155,000.00 | |
| 1 | 1.17 | Increased Bus Routes | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $0.00 | $45,000.00 | $45,000.00 | | | | $45,000.00 | |
| 1 | 1.18 | Mentoring Services at Alternative Sites | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Alternative education sites | | $0.00 | $50,000.00 | $50,000.00 | | | | $50,000.00 | |
| 1 | 1.19 | Opportunity Classes at Intermediate | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All middle schools | | $774,000.00 | $0.00 | $774,000.00 | | | | $774,000.00 | |
| 1 | 1.20 | CSI Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $178,497.00 | $11,420.00 | $189,917.00 | | | | $189,917.00 | |
| 1 | 1.21 | Multilingual EL Summer School | English | Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $18,105.00 | $703.00 | $18,808.00 | | | | $18,808.00 | |
| 1 | 1.22 | Additional Nursing Services | | | Yes | LEA-wide | | elementary schools | | $769,692.00 | $0.00 | $769,692.00 | | | | $769,692.00 | |
| 1 | 1.23 | Personnel for SSSA for Foster & Homeless Support | Foster Low | Youth Income | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | | $1,090,721.00 | $23,780.00 | $1,114,501.00 | | | | $1,114,501.00 | |
| 1 | 1.24 | Counselors to Reduce Caseloads | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $2,671,480.00 | $0.00 | $2,671,480.00 | | | | $2,671,480.00 | |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.25 | GIS for At-Risk Students | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Clark Intermediate, Reyburn Intermediate, and Clovis East High School | | $460,852.00 | $3,240.00 | $464,092.00 | | | | $464,092.00 | |
| 1 | 1.26 | Comprehensive Youth Services | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $982,042.00 | $982,042.00 | | | | $982,042.00 | |
| 1 | 1.27 | Administrative Support for MTSS | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $627,214.00 | $107,747.00 | $734,961.00 | | | | $734,961.00 | |
| 1 | 1.28 | Multi-Tiered Systems of Support (MTSS) | Foster Low | Youth Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | | $730,605.00 | $0.00 | $730,605.00 | | | | $730,605.00 | |
| 1 | 1.29 | Computer-Based Data Management System | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $438,071.00 | $438,071.00 | | | | $438,071.00 | |
| 1 | 1.30 | Behavior Consultation Team | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All elementary schools | | $1,583,481.00 | $1,080.00 | $1,584,561.00 | | | | $1,584,561.00 | |
| 1 | 1.31 | Mental Health Support Providers | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | | $1,041,640.00 | $0.00 | $1,041,640.00 | | | | $1,041,640.00 | |
| 1 | 1.32 | Lead Psychologists and Support for Comprehensive Wellness Project | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $428,097.00 | $1,630.00 | $429,727.00 | | | | $429,727.00 | |
| 1 | 1.33 | Elementary Social-Emotional Support | English Foster Low | Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All elementary schools | | $739,476.00 | $0.00 | $739,476.00 | | | | $739,476.00 | |
| 1 | 1.34 | LTEL Support | English | Learners | Yes | Limited to Unduplicated Student Group( | English Learners | All Schools | | $30,000.00 | $0.00 | $30,000.00 | | | | $30,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | s) | | | | | | | | | | |
| 1 | 1.35 | Additional Academic Intervention | All | | No | | | | | $1,000,000.00 | $0.00 | $1,000,000.00 | | | | $1,000,000.00 | |
| 2 | 2.1 | Custodial and Grounds Services | All | | No | | | | | $30,124,928.00 | $3,435,355.00 | $33,560,283.00 | | | | $33,560,283.00 | |
| 2 | 2.2 | Maintenance & Repair of School Facilities | All | | No | | | | | $8,561,039.00 | $10,939,887.00 | $19,500,926.00 | | | | $19,500,926.00 | |
| 2 | 2.3 | Student Health Center | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $587,989.00 | $122,786.00 | $710,775.00 | | | | $710,775.00 | |
| 2 | 2.4 | Aligned Instructional Materials & Supplies | All | | No | | | | | $0.00 | $5,990,124.00 | $2,938,095.00 | $3,052,029.00 | | | $5,990,124.00 | |
| 2 | 2.5 | Supplemental Resources | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $745,880.00 | $745,880.00 | | | | $745,880.00 | |
| 2 | 2.6 | Increased Access to Technology | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $500,000.00 | $500,000.00 | | | | $500,000.00 | |
| 2 | 2.7 | VAPA Support | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $510,278.00 | $369,080.00 | $879,358.00 | | | | $879,358.00 | |
| 2 | 2.8 | Increase Connection Points to School | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $570,000.00 | $570,000.00 | | | | $570,000.00 | |
| 2 | 2.9 | Transition SRL's | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $3,261,618.00 | $0.00 | $3,261,618.00 | | | | $3,261,618.00 | |
| 2 | 2.10 | Transition Directors | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $1,021,100.00 | $1,080.00 | $1,022,180.00 | | | | $1,022,180.00 | |
| 2 | 2.11 | Transition Counselors | English Foster Low | Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $1,301,051.00 | $0.00 | $1,301,051.00 | | | | $1,301,051.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.12 | Transition LD's | English Learners Foster Youth Low Income | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | | $1,329,003.00 | $5,400.00 | $1,334,403.00 | | | | $1,334,403.00 | |
| 2 | 2.13 | Diverse Student Engagement and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $183,573.00 | $88,495.00 | $272,068.00 | | | | $272,068.00 | |
| 2 | 2.14 | African-American Suspension Support | African Americans | No | | | All Schools | | $70,000.00 | $30,000.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.15 | Elementary Suspension Support | Hispanic, White, African-American, Two or More Races | No | | | | | $200,000.00 | $100,000.00 | $300,000.00 | | | | $300,000.00 | |
| 2 | 2.16 | Middle School Suspension Support | Asian, EL, Hispanic, Two or More Races, African-American | No | | | | | $130,000.00 | $70,000.00 | $200,000.00 | | | | $200,000.00 | |
| 2 | 2.17 | High School Suspension Support | African-American, Hispanic | No | | | | | $130,000.00 | $70,000.00 | $200,000.00 | | | | $200,000.00 | |
| 2 | 2.18 | Chronic Absenteeism Support | White, Two or More Races, Hispanic, Asian, African-American | No | | | | | $70,000.00 | $30,000.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.19 | Technical Assistance Support to Reduce Suspension Rates | All | No | | | | | $0.00 | $50,000.00 | $50,000.00 | | | | $50,000.00 | |
| 3 | 3.1 | On-going Operating Costs | All | No | | | | | $354,164,539.00 | $60,868,660.00 | $237,779,337.00 | $165,714,333.00 | | $11,539,529.00 | $415,033,199.00 | |
| 3 | 3.2 | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $1,626,065.00 | $353,656.00 | $1,979,721.00 | | | | $1,979,721.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 4.1 | Instructional Supplemental Resources | SED  All | No | | | | | | | | | | | | |
| 4 | 4.2 | Professional Development | SED  All | No | | | | | | | | | | | | |
| 4 | 4.3 | Additional Academic Support through Community Agencies | SED  All | No | | | | | | | | | | | | |
| 5 | 5.1 | Enrichment Resources | SED, Hispanic, White, EL, FY, and SWD  All | No | | | | | | | | | | | | |
| 5 | 5.2 | Professional Development | SED, Hispanic, White, EL, FY, and SWD | No | | | | | | | | | | | | |
| 5 | 5.3 | Additional Social-Emotional and Behavioral Support through Community Agencies | SED, Hispanic, White, EL, FY, and SWD | No | | | | | | | | | | | | |

# 2024-25 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 |
|---|---|---|---|---|---|---|---|---|---|
| 455,707,075.00 | 43,179,989.00 | 9.475% | 0.000% | 9.475% | $44,227,377.00 | 0.000% | 9.705 % | **Total:** | $44,227,377.00 |
| | | | | | | | | **LEA-wide Total:** | $18,804,518.00 |
| | | | | | | | | **Limited Total:** | $3,042,673.00 |
| | | | | | | | | **Schoolwide Total:** | $22,380,186.00 |

| 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 | Class Size Reduction | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Clovis, Cole, Mickey Cox, Fancher Creek, Jefferson, Lincoln, Miramonte, Mountain View, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner, Weldon. | $1,835,211.00 | |
| 1 | 1.5 | Career Technical Education Courses | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | $5,451,781.00 | |
| 1 | 1.6 | Licensing to Provide Online College and Career Planning | Yes | Schoolwide | English Learners Foster Youth Low Income | 6th grade and all high schools | $45,852.00 | |

| 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 | 1.7 | Specialized Services and Support for Multilingual English Learner Students | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools Specific Schools: Boris, Jefferson, Mountain View, Oraze, and Red Bank | $140,965.00 | |
| 1 | 1.8 | Instructional Supplemental Support for Sites | Yes | LEA-wide | Foster Youth | All Schools | $2,557,476.00 | |
| 1 | 1.9 | Enrichment Supplemental Support for Sites | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $729,376.00 | |
| 1 | 1.10 | Summer Intervention Learning Academy | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $857,343.00 | |
| 1 | 1.11 | Push-In for K-6 Teachers | Yes | Schoolwide | English Learners Foster Youth Low Income | All elementary schools | $1,125,365.00 | |
| 1 | 1.12 | Additional Support for Core Classes and College & Career Success | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | $3,115,302.00 | |
| 1 | 1.13 | Secondary Intervention | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | $989,206.00 | |
| 1 | 1.14 | Healthy Start Coordinator | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Alternative education schools | $100,474.00 | |
| 1 | 1.15 | ELD teachers at Secondary Schools | Yes | Limited to Unduplicated Student Group(s) | English Learners | All high schools | $1,738,399.00 | |
| 1 | 1.16 | Online Curriculum for Intervention & Credit Recovery | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | $155,000.00 | |
| 1 | 1.17 | Increased Bus Routes | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | $45,000.00 | |
| 1 | 1.18 | Mentoring Services at Alternative Sites | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Alternative education sites | $50,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.19 | Opportunity Classes at Intermediate | Yes | Schoolwide | English Learners Foster Youth Low Income | All middle schools | $774,000.00 | |
| 1 | 1.20 | CSI Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $189,917.00 | |
| 1 | 1.21 | Multilingual EL Summer School | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $18,808.00 | |
| 1 | 1.22 | Additional Nursing Services | Yes | LEA-wide | | elementary schools | $769,692.00 | |
| 1 | 1.23 | Personnel for SSSA for Foster & Homeless Support | Yes | Limited to Unduplicated Student Group(s) | Foster Youth Low Income | All Schools | $1,114,501.00 | |
| 1 | 1.24 | Counselors to Reduce Caseloads | Yes | Schoolwide | English Learners Foster Youth Low Income | All high schools | $2,671,480.00 | |
| 1 | 1.25 | GIS for At-Risk Students | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Clark Intermediate, Reyburn Intermediate, and Clovis East High School | $464,092.00 | |
| 1 | 1.26 | Comprehensive Youth Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $982,042.00 | |
| 1 | 1.27 | Administrative Support for MTSS | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $734,961.00 | |
| 1 | 1.28 | Multi-Tiered Systems of Support (MTSS) | Yes | LEA-wide | Foster Youth Low Income | All Schools | $730,605.00 | |
| 1 | 1.29 | Computer-Based Data Management System | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $438,071.00 | |
| 1 | 1.30 | Behavior Consultation Team | Yes | Schoolwide | English Learners Foster Youth Low Income | All elementary schools | $1,584,561.00 | |
| 1 | 1.31 | Mental Health Support Providers | Yes | Schoolwide | English Learners Foster Youth | All high schools | $1,041,640.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 1 | 1.32 | Lead Psychologists and Support for Comprehensive Wellness Project | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $429,727.00 | |
| 1 | 1.33 | Elementary Social-Emotional Support | Yes | Schoolwide | English Learners Foster Youth Low Income | All elementary schools | $739,476.00 | |
| 1 | 1.34 | LTEL Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $30,000.00 | |
| 2 | 2.3 | Student Health Center | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $710,775.00 | |
| 2 | 2.5 | Supplemental Resources | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $745,880.00 | |
| 2 | 2.6 | Increased Access to Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $500,000.00 | |
| 2 | 2.7 | VAPA Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $879,358.00 | |
| 2 | 2.8 | Increase Connection Points to School | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $570,000.00 | |
| 2 | 2.9 | Transition SRL's | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,261,618.00 | |
| 2 | 2.10 | Transition Directors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,022,180.00 | |
| 2 | 2.11 | Transition Counselors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,301,051.00 | |
| 2 | 2.12 | Transition LD's | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $1,334,403.00 | |
| 2 | 2.13 | Diverse Student Engagement and Support | Yes | LEA-wide | English Learners Foster Youth | All Schools | $272,068.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|----------------------------------------------------------|---------------------------------------------|
| | | | | | Low Income | | | |
| **2** | **2.14** | African-American Suspension Support | | | | All Schools | $100,000.00 | |
| **3** | **3.2** | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,979,721.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $639,983,130.00 | $692,000,395.00 |

| 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 | Instructional and Operational Technology | No | $14,533,236.00 | $14,641,406.00 |
| 1 | 1.2 | Class Size Reduction | Yes | $1,738,839.00 | $1,728,499.00 |
| 1 | 1.3 | Students with IEPs | No | $116,910,681.00 | $124,848,015.00 |
| 1 | 1.4 | Additional Support for Students with Disabilities | No | $1,767,991.00 | $1,767,991.00 |
| 1 | 1.5 | Career Technical Education Courses | Yes | $11,518,570.00 | $13,860,501.00 |
| 1 | 1.6 | Licensing to Provide Online College and Career Planning | Yes | $39,258.00 | $45,852.00 |
| 1 | 1.7 | Specialized Services and Support for Migrant Ed. | Yes | $125,000.00 | $125,000.00 |
| 1 | 1.8 | Supplemental Instructional Support for Sites | Yes | $2,527,476.00 | $4,552,042.00 |
| 1 | 1.9 | Intervention Summer Learning Academy | Yes | $857,343.00 | $857,343.00 |
| 1 | 1.10 | Push-in TK-6 Teachers | Yes | $1,114,957.00 | $1,125,365.00 |

| 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 | 1.11 | Additional Instructional Support for Core Classes and College & Career Readiness | Yes | $3,394,193.00 | $3,169,215.00 |
| 1 | 1.12 | Secondary Intervention | Yes | $944,056.00 | $985,927.00 |
| 1 | 1.13 | Healthy Start Coordinator | Yes | $101,109.00 | $98,766.00 |
| 1 | 1.14 | ELD Teachers at Secondary Schools | Yes | $1,701,656.00 | $1,729,460.00 |
| 1 | 1.15 | Online Curriculum for Intervention and Credit Recovery | Yes | $155,000.00 | $155,000.00 |
| 1 | 1.16 | Increased Bus Routes | Yes | $75,000.00 | $75,000.00 |
| 1 | 1.17 | Mentoring Services at Alternative Sites | Yes | $50,000.00 | $50,000.00 |
| 1 | 1.18 | Opportunity Classes at Intermediate Schools | Yes | $768,841.00 | $771,299.00 |
| 1 | 1.19 | Clovis Support and Intervention | Yes | $198,409.00 | $189,145.00 |
| 1 | 1.20 | EL Summer School | Yes | $19,256.00 | $18,808.00 |
| 1 | 1.21 | Additional Nursing Services | Yes | $774,952.00 | $702,777.00 |

| 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 | 1.22 | Personnel for Student Services and School Attendance for Foster and Homeless Support | Yes | $1,105,893.00 | $1,135,566.00 |
| 1 | 1.23 | Counselors to Reduce Caseload | Yes | $2,714,419.00 | $2,663,659.00 |
| 1 | 1.24 | Guidance Instructional Specialist for At-Risk Students | Yes | $466,154.00 | $482,313.00 |
| 1 | 1.25 | Comprehensive Youth Services | Yes | $869,224.00 | $982,042.00 |
| 1 | 1.26 | Administrative Support for MTSS | Yes | $801,784.00 | $734,961.00 |
| 1 | 1.27 | Multi-Tiered Systems of Support (MTSS) | Yes | $439,097.00 | $367,420.00 |
| 1 | 1.28 | Computer-Based Data Management System | Yes | $438,071.00 | $438,071.00 |
| 1 | 1.29 | Behavior Consultation Team | Yes | $1,396,541.00 | $1,450,502.00 |
| 1 | 1.30 | Mental Health Support Providers | Yes | $773,750.00 | $1,043,156.00 |
| 1 | 1.31 | Lead Psychologist for Comprehensive Wellness Project | Yes | $280,108.00 | $295,586.00 |
| 1 | 1.32 | Elementary Social-Emotional Support | Yes | $694,692.00 | $735,891.00 |
| 2 | 2.1 | Custodial and Grounds Services | No | $31,889,608.00 | $32,128,706.00 |

| 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) |
|---|---|---|---|---|---|
| 2 | 2.2 | Maintenance and Repair of School Facilities | No | $17,514,845.00 | $20,021,170.00 |
| 2 | 2.3 | Student Health Center | Yes | $648,695.00 | $713,605.00 |
| 2 | 2.4 | Aligned Instructional Materials and Supplies | No | $4,504,216.00 | $4,781,533.00 |
| 2 | 2.5 | Supplemental Resources | Yes | $1,073,680.00 | $1,343,880.00 |
| 2 | 2.6 | Oral and Written Translation Services | Yes | $15,000.00 | $15,965.00 |
| 2 | 2.7 | Increased Access to Technology | Yes | $500,000.00 | $578,502.00 |
| 2 | 2.8 | VAPA Support | Yes | $865,999.00 | $1,021,526.00 |
| 2 | 2.9 | Increase Connection Points to School | Yes | $570,000.00 | $749,464.00 |
| 2 | 2.10 | Transition Team Student Relations Liaisons and Instructional Assistants | Yes | $3,364,633.00 | $3,196,388.00 |
| 2 | 2.11 | Transition Directors | Yes | $1,027,107.00 | $1,022,133.00 |
| 2 | 2.12 | Transition Counselors | Yes | $1,324,540.00 | $1,256,771.00 |
| 2 | 2.13 | Transition Learning Directors | Yes | $1,342,349.00 | $1,330,254.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.14 | Diverse Student Engagement and Support | Yes | $267,695.00 | $268,068.00 |
| 3 | 3.1 | On-going Operating Costs | No | $403,799,496.00 | $438,197,892.00 |
| 3 | 3.2 | Professional Development | Yes | $1,979,711.00 | $3,547,960.00 |

# 2023-24 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) |
|---|---|---|---|---|---|---|
| $43,170,748.00 | $45,047,902.00 | $47,296,644.00 | ($2,248,742.00) | 0.000% | 0.000% | 0.000% |

| 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 | Class Size Reduction | Yes | $1,738,839.00 | $1,728,499.00 | | |
| 1 | 1.5 | Career Technical Education Courses | Yes | $7,503,415.00 | $5,543,463.00 | | |
| 1 | 1.6 | Licensing to Provide Online College and Career Planning | Yes | $39,258.00 | $45,852.00 | | |
| 1 | 1.7 | Specialized Services and Support for Migrant Ed. | Yes | $125,000.00 | $125,000.00 | | |
| 1 | 1.8 | Supplemental Instructional Support for Sites | Yes | $2,527,476.00 | $4,552,042.00 | | |
| 1 | 1.9 | Intervention Summer Learning Academy | Yes | $857,343.00 | $857,343.00 | | |
| 1 | 1.10 | Push-in TK-6 Teachers | Yes | $1,114,957.00 | $1,125,365.00 | | |
| 1 | 1.11 | Additional Instructional Support for Core Classes and College & Career Readiness | Yes | $3,394,193.00 | $3,169,215.00 | | |
| 1 | 1.12 | Secondary Intervention | Yes | $944,056.00 | $985,927.00 | | |
| 1 | 1.13 | Healthy Start Coordinator | Yes | $101,109.00 | $98,766.00 | | |
| 1 | 1.14 | ELD Teachers at Secondary Schools | Yes | $1,701,656.00 | $1,729,460.00 | | |

| 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 | 1.15 | Online Curriculum for Intervention and Credit Recovery | Yes | $155,000.00 | $155,000.00 | | |
| 1 | 1.16 | Increased Bus Routes | Yes | $75,000.00 | $75,000.00 | | |
| 1 | 1.17 | Mentoring Services at Alternative Sites | Yes | $50,000.00 | $50,000.00 | | |
| 1 | 1.18 | Opportunity Classes at Intermediate Schools | Yes | $768,841.00 | $771,299.00 | | |
| 1 | 1.19 | Clovis Support and Intervention | Yes | $198,409.00 | $189,145.00 | | |
| 1 | 1.20 | EL Summer School | Yes | $19,256.00 | $18,808.00 | | |
| 1 | 1.21 | Additional Nursing Services | Yes | $774,952.00 | $702,777.00 | | |
| 1 | 1.22 | Personnel for Student Services and School Attendance for Foster and Homeless Support | Yes | $1,105,893.00 | $1,135,566.00 | | |
| 1 | 1.23 | Counselors to Reduce Caseload | Yes | $2,714,419.00 | $2,663,659.00 | | |
| 1 | 1.24 | Guidance Instructional Specialist for At-Risk Students | Yes | $466,154.00 | $482,313.00 | | |
| 1 | 1.25 | Comprehensive Youth Services | Yes | $869,224.00 | $982,042.00 | | |
| 1 | 1.26 | Administrative Support for MTSS | Yes | $801,784.00 | $734,961.00 | | |
| 1 | 1.27 | Multi-Tiered Systems of Support (MTSS) | Yes | $439,097.00 | $367,420.00 | | |

| 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 | 1.28 | Computer-Based Data Management System | Yes | $438,071.00 | $438,071.00 | | |
| 1 | 1.29 | Behavior Consultation Team | Yes | $1,396,541.00 | $1,450,502.00 | | |
| 1 | 1.30 | Mental Health Support Providers | Yes | $773,750.00 | $1,043,156.00 | | |
| 1 | 1.31 | Lead Psychologist for Comprehensive Wellness Project | Yes | $280,108.00 | $295,586.00 | | |
| 1 | 1.32 | Elementary Social-Emotional Support | Yes | $694,692.00 | $735,891.00 | | |
| 2 | 2.3 | Student Health Center | Yes | $648,695.00 | $713,605.00 | | |
| 2 | 2.5 | Supplemental Resources | Yes | $1,073,680.00 | $1,343,880.00 | | |
| 2 | 2.6 | Oral and Written Translation Services | Yes | $15,000.00 | $15,965.00 | | |
| 2 | 2.7 | Increased Access to Technology | Yes | $500,000.00 | $578,502.00 | | |
| 2 | 2.8 | VAPA Support | Yes | $865,999.00 | $1,021,526.00 | | |
| 2 | 2.9 | Increase Connection Points to School | Yes | $570,000.00 | $749,464.00 | | |
| 2 | 2.10 | Transition Team Student Relations Liaisons and Instructional Assistants | Yes | $3,364,633.00 | $3,196,388.00 | | |
| 2 | 2.11 | Transition Directors | Yes | $1,027,107.00 | $1,022,133.00 | | |
| 2 | 2.12 | Transition Counselors | Yes | $1,324,540.00 | $1,256,771.00 | | |
| 2 | 2.13 | Transition Learning Directors | Yes | $1,342,349.00 | $1,330,254.00 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| 2 | 2.14 | Diverse Student Engagement and Support | Yes | $267,695.00 | $268,068.00 | | |
| 3 | 3.2 | Professional Development | Yes | $1,979,711.00 | $3,547,960.00 | | |

**To Add a Row: Click "Add Row."**
**To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.**

# 2023-24 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) |
|---|---|---|---|---|---|---|---|---|
| $466,624,750.00 | $43,170,748.00 | .22% | 9.472% | $47,296,644.00 | 0.000% | 10.136% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

*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](mailto: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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

**General Information**

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

**Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An 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.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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**

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion 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.

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.

- 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 or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*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.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# 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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

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 a single-school LEA or 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

- o **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.

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

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

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

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

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

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

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, 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 Services 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 estimated based on the number and concentration of unduplicated students in the current school year.

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

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

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- 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 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

# LCAP Appendix
## Non-Contributing Action Metrics

| School | Student Group | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome |
|---|---|---|---|---|---|---|
| Alta Sierra | African-American | Chronic Absenteeism | 22.0% | | | 20.5% |
| | African-American | Suspension | 24.4% | | | 23.4% |
| | SWD | Math | -103 | | | -94.00 |
| | | | | | | |
| Buchanan | African-American | Suspension | 14.5% | | | 13.5% |
| | SWD | Suspension | 11.6% | | | 10.6% |
| | | | | | | |
| Boris | Hispanic | Suspension | 10.2% | | | 9.2% |
| | SWD | ELA | -105.5 | | | -96.50 |
| | SWD | Suspension | 14.3% | | | 13.3% |
| | White | Suspension | 11.8% | | | 10.8% |
| | | | | | | |
| Bud Rank | SWD | Suspension | 7.3% | | | 6.3% |
| | | | | | | |
| Cedarwood | Asian | Chronic Absenteeism | 25.0% | | | 23.5% |
| | SWD | ELA | -74.4 | | | -65.40 |
| | SWD | Math | -102.3 | | | -93.30 |
| | Two or More Races | Chronic Absenteeism | 25.7% | | | 24.2% |
| | | | | | | |
| Clovis East | SWD | Graduation | 63.5% | | | 68.0% |
| | SWD | Suspension | 12.2% | | | 11.2% |
| | | | | | | |
| Clovis High | Hispanic | Suspension | 8.6% | | | 7.6% |
| | SWD | ELA | -83 | | | -74.00 |
| | SWD | Math | -158.8 | | | -149.80 |
| | SWD | Graduation | 60.5% | | | 68.0% |
| | SWD | Suspension | 12.2% | | | 11.2% |
| | | | | | | |
| Clark | Asian | Suspension | 8.2% | | | 7.2% |
| | EL | Suspension | 19.0% | | | 18.0% |
| | Hispanic | Suspension | 16.2% | | | 15.2% |
| | SWD | Suspension | 20.1% | | | 19.1% |
| | Two or More Races | Suspension | 13.2% | | | 12.2% |
| | | | | | | |
| Clovis North | SWD | ELA | -132.4 | | | -123.40 |
| | SWD | Math | -231.9 | | | -222.90 |
| | SWD | Graduation | 46.2% | | | 68.0% |
| | | | | | | |
| Cole | SWD | ELA | -86.4 | | | -77.40 |
| | SWD | Suspension | 9.0% | | | 8.0% |
| | | | | | | |
| Clovis West | African-American | Suspension | 12.7% | | | 11.7% |
| | SWD | ELA | -131.3 | | | -122.30 |
| | SWD | Graduation | 60.5% | | | 68.0% |
| | SWD | Suspension | 12.0% | | | 11.0% |
| | | | | | | |
| Enterprise | Hispanic | Chronic Absenteeism | 75.0% | | | 73.5% |
| | | | | | | |
| Fancher Creek | African-American | Chronic Absenteeism | 44.2% | | | 42.7% |
| | African-American | Suspension | 19.6% | | | 18.6% |
| | SWD | ELA | -109.3 | | | -100.30 |
| | SWD | Math | -136 | | | -127.00 |
| | SWD | Suspension | 6.7% | | | 5.7% |
| | White | Chronic Absenteeism | 38.7% | | | 37.2% |

## LCAP Appendix
## Non-Contributing Action Metrics

| School | Student Group | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome |
|---|---|---|---|---|---|---|
| Fort Washington | SWD | ELA | -83.6 | | | -74.60 |
| | White | Suspension | 5.0% | | | 4.0% |
| Fugman | SWD | Chronic Absenteeism | 26.9% | | | 25.4% |
| Garfield | SWD | ELA | -78.8 | | | -69.80 |
| | SWD | Chronic Absenteeism | 34.0% | | | 32.5% |
| Gettysburg | Hispanic | Suspension | 3.6% | | | 2.6% |
| | SWD | Suspension | 6.3% | | | 5.3% |
| Granite | African-American | Suspension | 18.8% | | | 17.8% |
| | EL | Suspension | 16.0% | | | 15.0% |
| Jefferson | SWD | ELA | -103.1 | | | -94.10 |
| | SWD | Math | -117.3 | | | -108.30 |
| Kastner | SWD | ELA | -103.1 | | | -94.10 |
| Maple Creek | SWD | Suspension | 7.1% | | | 6.1% |
| Miramonte | SWD | ELA | -92.3 | | | -83.30 |
| Mountain View | Hispanic | Suspension | 6.9% | | | 5.9% |
| Nelson | African-American | Chronic Absenteeism | 37.1% | | | 35.6% |
| Pinedale | SWD | ELA | -96.5 | | | -87.50 |
| | White | Chronic Absenteeism | 35.5% | | | 34.0% |
| | White | Suspension | 6.5% | | | 5.5% |
| Reagan | Two or More Races | Suspension | 6.5% | | | 5.5% |
| Red Bank | SWD | Suspension | 9.2% | | | 8.2% |
| | White | Suspension | 4.5% | | | 3.5% |
| Reyburn | African-American | Suspension | 24.3% | | | 23.3% |
| | EL | Suspension | 12.7% | | | 11.7% |
| | SWD | Math | -109 | | | -100.00 |
| | SWD | Suspension | 14.2% | | | 13.2% |
| Sierra Vista | SWD | Math | -95.6 | | | -86.60 |
| Tarpey | SWD | ELA | -88.6 | | | -79.60 |
| Weldon | Hispanic | Chronic Absenteeism | 35.2% | | | 33.7% |
| | SWD | Chronic Absenteeism | 51.4% | | | 49.9% |
| | White | Chronic Absenteeism | 33.7% | | | 32.2% |
| Young | SWD | Suspension | 6.7% | | | 5.7% |