



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuview Union School District

CDS Code: 33-67157

School Year: 2023-24

LEA contact information:

Dr. Jennie Kusters-LaBriola

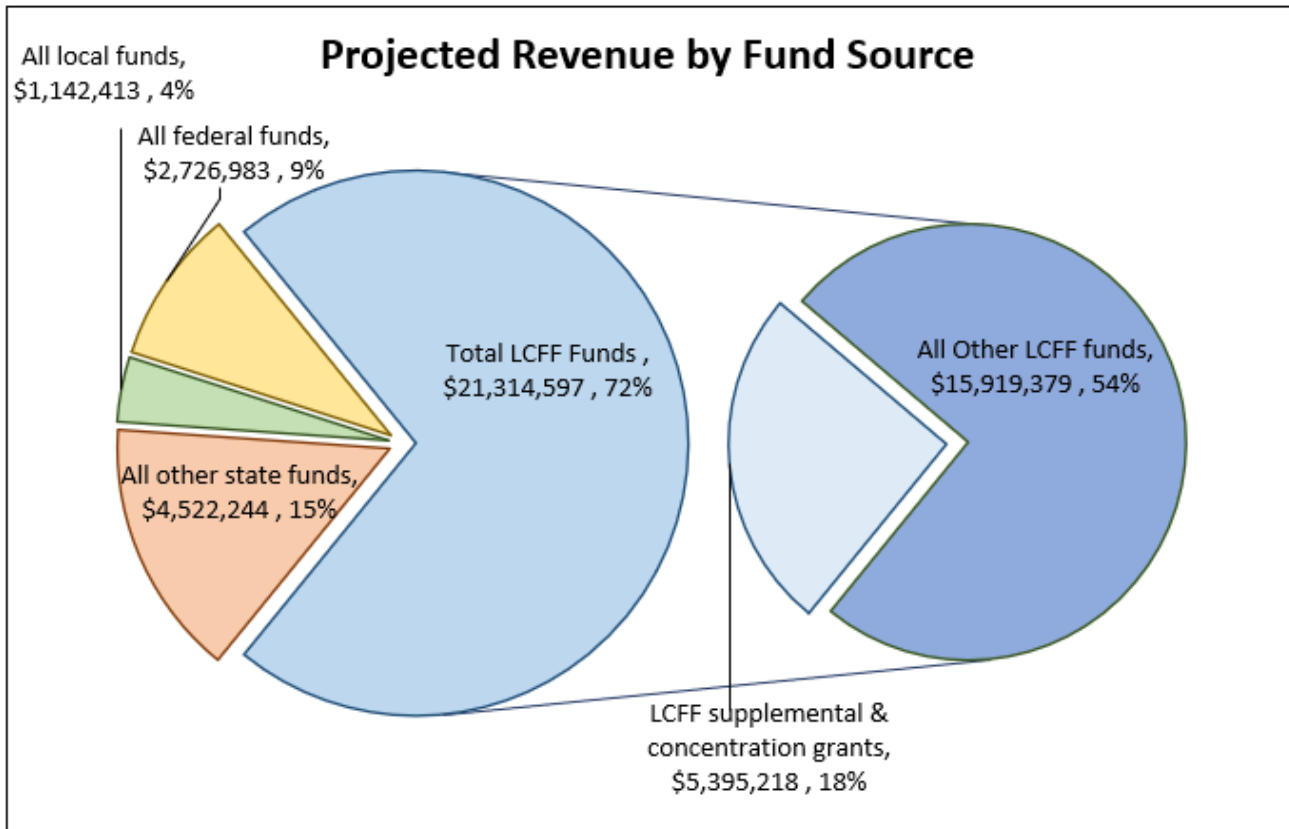
Director of Special Education and Student Services

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

Budget Overview for the 2023-24 School Year

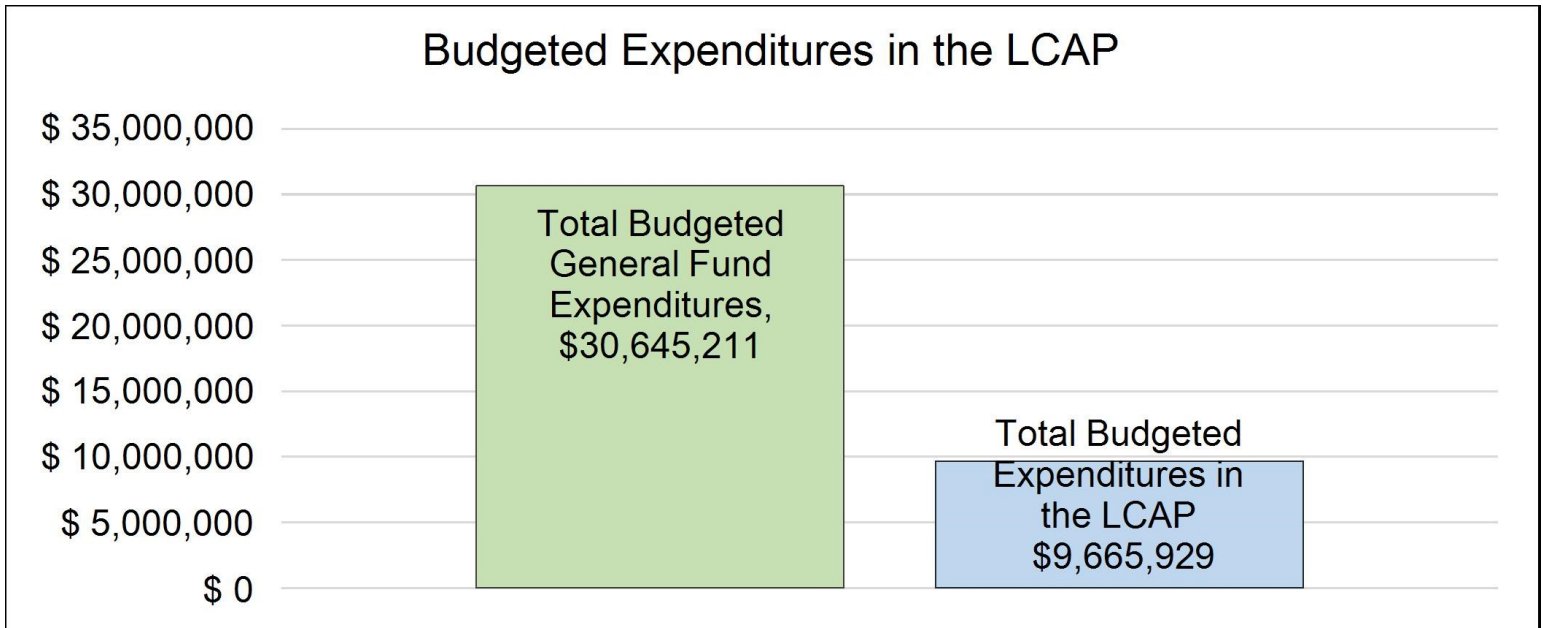


This chart shows the total general purpose revenue Nuview Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nuview Union School District is \$29,706,237, of which \$21,314,597 is Local Control Funding Formula (LCFF), \$4,522,244 is other state funds, \$1,142,413 is local funds, and \$2,726,983 is federal funds. Of the \$21,314,597 in LCFF Funds, \$5,395,218 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Nuview Union School District plans to spend \$30,645,211 for the 2023-24 school year. Of that amount, \$9,665,929 is tied to actions/services in the LCAP and \$20,979,282 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

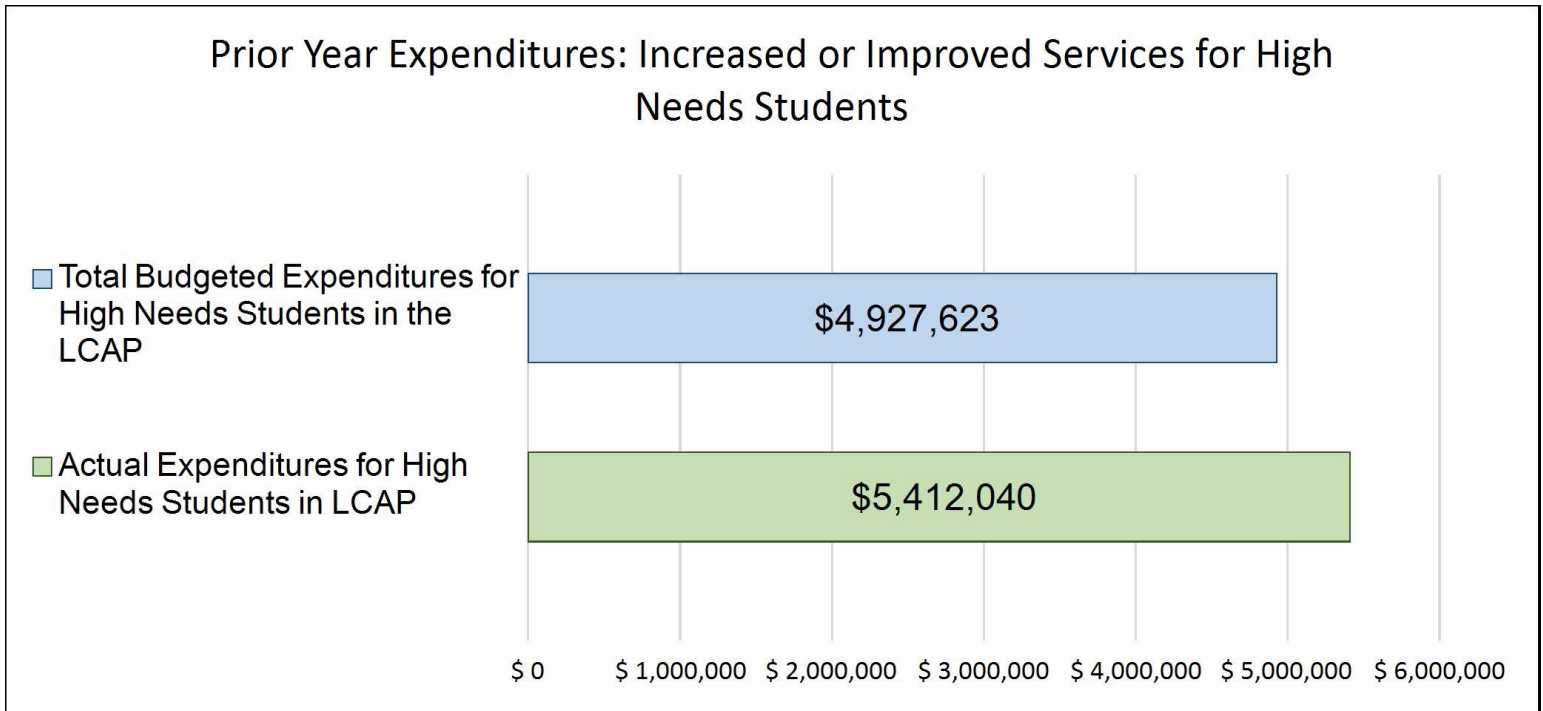
Other expenditures were mainly from base funding used to pay for required staffing as well as other expenses such as general supplies, insurance, utilities, maintenance, custodial, grounds, facility needs, technology needs, transportation, special education, and professional development. Further expenditures are described in other plans for additional funding such as the Extended Learning Opportunity Grant and ESSER III plans.

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

In 2023-24, Nuview Union School District is projecting it will receive \$5,395,218 based on the enrollment of foster youth, English learner, and low-income students. Nuview Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Nuview Union School District plans to spend \$5,698,189 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Nuview Union School District's LCAP budgeted \$4,927,623 for planned actions to increase or improve services for high needs students. Nuview Union School District actually spent \$5,412,040 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Nuview Union School District | Dr. Jennie Kusters-LaBriola Director of Special Education and Student Services | jlabriola@nuview.k12.ca.us 951-928-0066 |

Plan Summary [2023-24]

General Information

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

The Nuview Union School District (NUSD) is a small, TK-8th grade district that serves students in the Lakeview, Perris, and Nuevo communities. The District is made up of two, TK-6th grade elementary schools and one 7-8th grade middle school. The total student population for the District is approximately 1500 students. The Average Daily Attendance for the District is 91.22 percent for the current school year. Eighty-two percent of students serviced in the Nuview Union School District are considered Socio-Economically Disadvantaged and 33% of our District's students are English language learners (EL). Students served in the school district are predominantly Hispanic (83%), with a smaller population of White (12%) students. African American (1.4%), students who are two or more races (1.9%), Asian (0.5%), American Indian (0.1%), Filipino (0.1%) and Pacific Islander (0.1%) make up the remaining percentage of the student population. 12.5% of the students in the district are students with disabilities (SWD), 10% of our students are currently experiencing homelessness and 0.5% of our students are foster youth. Statewide the chronic absentee rates have increased dramatically due to the pandemic. NUSD's chronic absentee rate has also risen to 32.2% currently. As a reminder, chronic absentee means being absent for any reason, including excused absences.

Nuvview Union School District have diligently worked to create a culture of high expectations beginning with the first, best instruction in the classroom. Our core program consists of Eureka Math that is now fully implemented and sustained at each of our school sites. In grades 4 through 8, we have implemented Engage New York ELA as our core English Language Arts curriculum. In grades TK-3 we adopted the McGraw Hill Wonders English Language Arts program that is also fully implemented and sustained at each of our elementary sites. Each of our school sites is equipped with a dedicated STEM lab where students have the opportunity to work hands-on with the new Next Generation Science Standards. The elementary sites each have two Teachers on Special Assignment (TOSA) to help deliver Tier 2 Intervention to identified students in math and English language arts. The middle school currently has a TOSA that focuses on providing Tier 2 interventions in English language arts. We currently use the I-Ready program and Dreambox learning to help address the needs of students needing intervention in Language Arts and Math, respectively. The Read 180 program continues to be utilized as a core replacement at our middle school to help identified students accelerate their progress to grade level standards. In addition, our elementary schools each have a full-time PE teacher, which allows for additional support for our teachers to provide additional small group interventions. Positive Behavior Intervention Supports (PBIS) is also being implemented in each of our schools to provide a behavioral framework for students in NUSD. Our most recent feedback gathered from our educational partners continues to identify safety as a top priority and an area of emphasis for this LCAP cycle. Board subcommittees, such as a Safety Subcommittee and Facilities Subcommittee, was formed to help ensure that we are engaging the community in this conversation and keeping this priority at the forefront of how we make decisions as a district.

Reflections: Successes

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

Nuvview Union has worked diligently over this last year to implement the 2022-2023 LCAP and continue the work using the prior year's approved LCAP. Our staff worked tirelessly to meet the academic and social emotional needs of our students during the school year. The California School Dashboard revealed several successes within Nuvview Union. The 2022 Dashboard revealed the following successes:

In comparing our baseline and 2022 CA School Dashboard data, we showed progress in the following areas:

Our district's 2019 CA Accountability Dashboard indicator in the area of suspension for all students was orange with a rate of 3.2. Our suspension rate for our Students with Disabilities was listed as "very high" with a rate of 7.4% placing them in the red for this indicator. In addition, our suspension rate of our SWDs at our middle school previously was an area of need with a suspension rate of 15.7% placing them in red for this indicator. Our current suspension rates for the 2022-2023 school year is as follows:

District wide (all students): 2.5%

District wide (SWD): 4.1%

MSMS: 5.8%

NES: 2%

VVES: 1.1%

From the baseline we have successfully reduced not only the amount of suspensions for all students, but have also reduced the number of suspensions of our students with disabilities. We believe this decrease in suspensions district wide is due to the addition of our mental health supports, campus security officers and continued implementation of our PBIS framework. We plan to build on this progress by implementing the Second Steps curriculum and providing additional professional development to staff in the area of social emotional supports for students.

Successes- Description: We are proud of our continued growth of our English Language Learners. We continue to make strides with our EL Student Population. Our 2022 Dashboard data shows that 46.9% of our ELs are making progress towards English language proficiency, which is 1.5% more of our students demonstrating growth than in the baseline year (2019). We believe that a focus on EL specific strategies in our professional development plan and the continued work of our TOSAs in delivering intervention helped with our progress in this area. We plan to build on this progress by looking at sustaining and implementing the ELD curriculum by providing additional professional development to staff. For the 2022-2023 school year, district wide we have reclassified 36 students. We continue to monitor 171 Reclassified Fluent English Proficient students that have been reclassified in the past four years.

Another success we found was that according to the CA Dashboard data, our Students with Disabilities academic performance in Math showed an increase of 39.6 points closer to the standard. We believe this success is due to the actions of The Compliance Improvement Monitoring Process for Special Education (CIM) has helped us narrow our focus on meeting the needs of our Students with Disabilities (SWD). We plan to build on this progress by continuing to monitor and implement the actions in our CIM plan.

Reflections: Identified Need

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

The areas of need described in this section are based on NUSD's 2022 Dashboard results combined with the results from local data that was collected. Academic performance, chronic absenteeism, and attendance continue to be identified needs in our District. In reviewing our CA School Dashboard data, we showed the need for significant improvement in the following areas:

Academic Performance (ELA): Our district's 2022 CA Accountability Dashboard indicator in the area of English Language Arts (ELA) for all students was 44.1 points below the standard. The ELA performance indicator for our English Learners (59.9 points below standard) and Homeless students (72.4 points below standard). The ELA performance indicator for Students with Disabilities (112 points below standard), for our Hispanic Students (47.9 points below standard) and our socio-economically disadvantaged students (51.3 points below standard).

Academic Performance (Math): Our district's 2022 CA Accountability Dashboard indicator in the area of math for all students was overall 79 points below standard. The Math performance indicator for English Learners (93.5 points below standard) Homeless students(96.5 points below standard). The math performance indicator for our students with disabilities (135.1 points below standard), Hispanic students (84.7 points below standard) and our socioeconomically disadvantaged students (85.6 points below standard)

Chronic Absenteeism: Although we know that statewide, the chronic absentee rates have increased dramatically due to the pandemic, so have our rates. For the 2022-2023 school year, our District wide (all students) chronic absenteeism rate is 45.7% per the dashboard and

32.2% per our Student Information System as of 4-27-23. The Chronic Absenteeism rate for students with disabilities is 51% on the Dashboard and 44.4% per our student information system. We have been working closely with our families through our SARB process to re-engage students and improve attendance. In order to address our chronic absenteeism, we will continue to reach out to our students and families in order to remove the attendance barriers. This may include completing home visits, holding student attendance review team meetings with families and having site attendance teams work with families to find the root causes of the attendance issue in order to provide additional supports.

Identified Needs- Our academic performance in ELA is an identified area of need. To address this, each grade level has planned release days built in through the year to discuss areas such as pacing, best instructional practices and reviewing common assessments to adjust accordingly. Teachers have been provided with writing training and Quality First Instruction this school year. Our overall math scores are also an identified area of need. We added a math TOSA at each of our elementary sites and we have planned professional development in the area of math for the 23-24 school year. Our Students with Disabilities continues to be an area of need in this LCAP cycle. Our Students With Disabilities' academic performance in ELA was 112 below standard and 135.1 below standard in Math. A detailed CIM (Compliance Improvement Monitoring) Plan was developed by our CIM oversight team to address the need for an increase in academic proficiency and a decrease in the suspension and chronic absentee rates of our SWD. Highlights of that plan include monitoring student progress through benchmarks, increase in professional development for staff and structured classroom walkthroughs providing feedback and support to the teachers of our students with disabilities.

LCAP Highlights

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

The following are key features of the Nuview Union School District's 2021-24 LCAP:

Goal 1: Increase academic proficiency on grade level standards

Provide professional development in district wide instructional initiatives such as Quality First Instruction, Step Up to Writing, Universal Design for Learning, and other identified best instructional practices

Provide supplemental materials and programs to support the academic program of all students

Provide additional intervention and supports to students during the school day

Continue to provide the 12 additional minutes of instruction to increase service to our students

Provide enrichment opportunities to ensure a well-rounded education for our students

Staff to student ratios-Maintain lower than collectively bargained class sizes, increase instructional aide staffing where needed

Create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners

Implement our Expanded Learning Opportunities program during afterschool and spring intersession

Hired a Director of Educational Services/Expanded Learning Opportunities Program (ELOP), Community Outreach Specialist and other support staff to provide expanded services

Provide additional support in closing the achievement gap and increased access for our Students with Disabilities by adding more seats in our regionalized programs, hiring additional paraprofessionals, an SLP and an SLPA

Goal 2: Ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness

Provide professional development in the area of positive behavior and intervention supports (PBIS), Second Step Social emotional curriculum, alternative means of correction, behavior support plans, and other mental health needs for all staff

Increased counseling and mental health services for unduplicated students at all schools

Hired a District Therapist to support the mental health needs of our students

Hired two Campus Security officers to ensure a safe campus

Increase access to health services for students by expanding staff coverage in the health office so students and families will have access to a health expert

Increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events

Provide free home-to-school transportation with expanded routes to ensure increased attendance

Continued use of a variety of reporting systems such as (Raptor, Go Guardian, Sprigeo, Hour Zero, Zonar, Attention to Attendance, Aeries, etc.), to ensure safety, communication and attendance is maintained at each school site

Improve the school climate and facilities by providing a modernized school and classroom environment

Improve the classroom environment by purchasing updated furniture in grades 3-6 to support collaboration and flexible learning spaces

Hired an additional 2.75 FTE custodians in order to keep that learning environment clean and safe

Goal 3: Develop 21st Century skills and digital literacy to provide all students a platform for success in a digital world

Maintain a 1:1 student-to-device ratio

Replace damaged or outdated devices on an as needed basis

Support the connectivity of these devices at school and at home

Continue to monitor personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity

Implement new instructional tools and applications to support teachers in 1:1 device initiative

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.

This section is not applicable because there are no schools in the LEA 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.

This section is not applicable because there are no schools in the LEA identified for CSI.

Monitoring and Evaluating Effectiveness

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

This section is not applicable because there are no schools in the LEA identified for CSI.

Engaging Educational Partners

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

Nuviev Union School District worked to solicit feedback from our educational partners in order to develop a well-rounded, meaningful Local Control Accountability Plan for our students and families. Feedback provided by members of the community, parents, students, and employees of both our Certificated and Classified Associations helped shape the direction of the finalized Local Control Accountability Plan. The recommendations provided allowed for the prioritizing of when each item would be implemented based on current need. Additional efforts to solicit educational partners engagement was done through a variety of ways including but not limited to:

- 1) An electronic District wide LCAP survey (in both Spanish and English) went out to educational partners on January 30, 2023 and remained open until February 10, 2023. We disseminated this information using our Parent Square messaging service, emails to teachers/classified staff and posted on school websites. The Parent Square messaging service facilitates access to stakeholders that may not have internet access by sending either a text, email or call to the educational partner's smartphone. (348 respondents)
- 2) The District English Language Learner Advisory Committee (DELAC) met on August 31, 2022 and March 27, 2023 to review reclassification rates, progress on LCAP goals for our English learners and to review the initial and summative ELPAC assessments. The DELAC also convened on May 5, 2023 and May 10, 2023 in order to provide input on the 2023 Local Control and Accountability Plan.
- 3) Consultation with students occurred with the data that was gathered from the administration of the California Healthy Kids Survey in March of 2023. This survey was given to all of our District's 6, 7, 9, and 11th graders. Feedback gleaned from these surveys guided the actions and services listed in this year's LCAP.
- 4) An LCAP educational partner meeting for staff was held virtually on May 2, and May 15, 2023. Meeting invitees included bargaining unit members from both California Schools Employees Association, and Nuviev District Teachers Association. The Superintendent and Cabinet members facilitated the school site meetings.
- 5) An LCAP educational partner meeting for parents/guardians was held virtually on May 4, 2023 and a second meeting was held in person and virtual on May 12, 2023.
- 6) The Compliance Improvement Monitoring Process for Special Education (CIM) has helped us narrow our focus on meeting the needs of our Students with Disabilities (SWD). Members of the team include our Principals, our Special Education Teachers, Teachers on Special Assignment and a representative from Riverside County SELPA. This team gathers to analyze our data in the areas of academic achievement in ELA and Math, suspension rates, chronic absentee rates of our SWD. We discussed current improvement strategies we are already doing and completed a root cause analysis for each of the three areas. Stakeholder feedback gathered from these meetings helped to guide goals, actions and services for the LCAPs. Special Education will receive increased services and attention in order to close the existing achievement gap and reduce the suspension rates and chronic absentee rates for our SWD.

7) Throughout this school year, district admin team meetings were held every other week to gather site input on the current accountability plans. Site administrators were given an overview of proposed ideas for LCAP 2023-24. Site administrators shared feedback from their School Site Councils, English Learner Advisory Councils, and Coffee with the Principal sessions at these meetings. Feedback from these meetings included the need for professional development for principals in the areas of alternative means of correction and professional development for all staff in how to better support our students with disabilities.

8) Superintendent Town Hall meetings were held on a regular basis in order to gather input from educational partners and provide updates to the school community.

9) A public hearing will be held on May 31, 2023 to solicit public comment and to gather feedback from the Governing Board on the draft of the District's Local Control Accountability Plan.

10) On June 8, 2023, the Board of Trustees are scheduled to approve the final draft of the District's Local Control Accountability Plan.

A summary of the feedback provided by specific educational partners.

Goal #1

As indicated by our 2023 LCAP stakeholder feedback survey:

64.5% of respondents indicated that their school provides interventions and individual support needs to help address learning loss

58.6% of respondents indicated that the teachers and staff have received sufficient training and professional development on the standards

75.5% of respondents indicated that the teachers follow State-adopted Content Standards

Parents, community members and staff that were in attendance at the Superintendent Town Halls, Parent meetings, and LCAP educational partners meetings shared their feedback on the need for additional enrichment opportunities for students, and asked for additional supports for intervention and learning loss mitigation. Other ideas shared were offering additional parent involvement opportunities such as student/parent engagement classes where parents and students learn together during evening classes, providing additional specialty teachers to provide support in the areas of art and music. In addition, the need to increase professional development for all staff in the areas of instruction and social emotional support was shared by our educational partners. The District English Language Advisory Council (DELAC) shared that they would like to see our students recognized for reclassification and for making progress on the ELPAC.

Goal #2

As indicated by our 2023 LCAP stakeholder feedback survey:

81% of respondents indicated that parents feel welcomed at the school sites

54% of respondents indicated that the school provides workshops on educational priorities for parents.

72.7% of respondents indicated that parents are included in school site advisory committees

68.4% of respondents agreed that staff does more than expected to keep students engaged and connected to school

65% of respondents indicated that students feel connected to school

71.8% of respondents indicated that students feel safe at school

68% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc.

As indicated by our 2023 Ca Healthy Kids Survey:

73% of our 6th grade students indicated that they feel safe at school “most or all of the time”

45% of our 7th grade students indicated that they perceived their school as safe or very safe

59% of our 9th grade students indicated that they perceived their school as safe or very safe

45% of our 11th grade students indicated that they perceived their school as safe or very safe

70% of our 6th grade students indicated that they feel connected to school “most or all of the time”

49% of our 7th grade students indicated that they feel connected to school “most or all of the time”

48% of our 9th grade students indicated that they feel connected to school “most or all of the time”

47% of our 11th grade students indicated that they feel connected to school “most or all of the time”

Parents, community members and staff that were in attendance at the Superintendent Town Halls and LCAP educational partner meetings shared the need for us to provide additional counseling support to engage students and families in addressing students’ social-emotional health and academic needs. In addition, the need to provide additional enrichment opportunities for our students was shared in order to increase school connectedness. The DELAC expressed the need to increase parent involvement in school site committees and the need to increase social - emotional supports for our students and families. Feedback shared at our Educational Partner meetings for staff included the need for additional elective classes for our middle school students, provide incentives for positive behavior demonstrated by students, and the need for speciality classes (art and music) and enrichment opportunities for our elementary students.

Goal #3

As we began the school year, we saw an increased need for additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools. As indicated by our 2023 LCAP stakeholder feedback survey, 87.5% of respondents reported that students have access to the internet and a chrome book. 75.9% of respondents reported that teachers utilize technology-enhanced curriculum in the classroom. This is a decrease from the prior year’s survey results by approximately 5%. In addition, certificated staff shared at an educational partner meeting the need for the implementation of goals for each grade level that encourages the students to be producers instead of consumers of technology and for information on the availability of wireless hotspots to be shared with parents/guardians so that students can access their Google classroom at home when absent .

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

After reviewing the feedback from our educational partners, we see the need for increased support provided to students in order to ensure their academic, physical and social/emotional well being. We also see the need to maintain a safe and supportive environment that promotes equity, engagement, and school connectedness. All of our goals, actions and services were influenced directly by feedback we received from our LCAP survey and educational partner meetings. After review of data and feedback, we have identified the needs of our students not meeting grade level standards on local and statewide assessments. Special Education will receive increased services and attention in order to close the existing achievement gap and reduce the suspension rates and chronic absentee rates for our SWD. It is also evident that there is a need for student access to additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools that support a technology-enhanced curriculum in the classroom. There is also a need for grade level goals and standards for technology in order to support our students to be producers of technology and not just consumers. In addition, based on the gathered feedback, teachers and staff saw the need for increased professional development in the areas of and social emotional behavioral supports. The following areas of the 23-24 LCAP were influenced by the feedback received from our educational partner groups:

Goal 1:

- Offering additional parent involvement opportunities such as student/parent engagement classes where parents and students learn together during evening classes
- Providing additional specialty teachers to provide support in the areas of art and music
- Increase professional development for all staff (including paraprofessionals) in the areas of instruction behavior and social emotional support
- Recognition events for our students who are being reclassified and for those making progress on the ELPAC

Goal 2:

- Provide additional counseling support to engage students and families in addressing students' social-emotional health and academic needs
- Provide additional enrichment opportunities for our students in order to increase school connectedness
- Increase parent involvement in school site committees and opportunities for parents to learn alongside their student
- Provide additional elective classes for our middle school students
- Provide speciality classes (art and music) and enrichment opportunities for our elementary students
- Provide incentives for positive behavior demonstrated by students

Goal #3

- Goals/Standards to be created in collaboration with our Educational Services and Instructional Technology departments for each grade level that encourages the students to be producers instead of consumers of technology
- Information on the availability of wireless hotspots to be shared with parents/guardians so that students can access their Google classroom at home when absent

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Students will demonstrate annual growth towards academic proficiency on grade level standards as measured by common, local and statewide assessments. |

An explanation of why the LEA has developed this goal.

After an analysis of our academic achievement data , we see that there is a continued need to focus on student learning and academic achievement. After review of data and stakeholder feedback we have identified the needs of our students not meeting grade level standards on local and statewide assessments. Therefore, in order to increase student achievement on assessments and increase the proficiency of our English Learners, we intend to provide professional development in district wide instructional initiatives, and provide supplemental materials to support the learning of our English Learners, foster youth and low income students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|--|
| Progress on CA English Language Development | In 2019, 45.4% of our English Learners were making progress towards English Language proficiency as measured by the Summative ELPAC assessment. | For the 2021-2022 school year, District wide we currently have 484 EL students. On the Summative ELPAC given in the spring of 2021, our students scored as follows: 25.1% of our students scored a 4 - well developed 31.5% of our students scored a 3 - moderately developed | For the 2022-2023 school year, District wide we currently have 449 EL students. On the Summative ELPAC given in the spring of 2022, our students scored as follows: 16.85% of our students scored a 4 - well developed 33.70% of our students scored a 3 - moderately developed | | By the end of the 2023-24 school year, we expect to see that at least 80% of our English Learners will show progress towards English Language proficiency as measured by the Summative ELPAC assessment. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|--|
| | | 23.5% of our students scored a 2 - somewhat developed 19.9% of our students scored a 1 - minimally developed | 35.67% of our students scored a 2 - somewhat developed 13.79% of our students scored a 1 - minimally developed In 2022, 46.9% of our English Learners were making progress towards English Language proficiency as measured by the Summative ELPAC assessment and reported on the CA Dashboard. | | |
| Reclassification of Fluent English Proficient | In the 2020-21 school year, 19.2% of our English language learners were reclassified. | For the 2021-2022 school year, District wide we have reclassified 46 students this school year (9.5%). We continue to monitor the 419 Reclassified Fluent English Proficient students that have been reclassified over the prior four years. | For the 2022-2023 school year, District wide we have reclassified 36 students this school year (8%). We continue to monitor the 171 Reclassified Fluent English Proficient students that have been reclassified over the prior four years. | | By the end of the 2023-24 school year, we expect to see at least a 10% increase in the amount of our English Learners who are reclassified as Fluent English Proficient. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|--|
| Student performance on CAASPP English Language Arts Assessment (All Students) | 2019 Dashboard Status: 21.2 points below standard Current Dashboard Status: Low Dashboard Performance Level: Orange | The CAASPP was not administered in the 20-21 school year. Currently, we are administering the CAASPP in the 21-22 school year. Therefore we used local assessment data for the metric for this year. According to our most recent IREADY ELA diagnostic assessment given in the spring of 2022, all students performed as follows: 16% of our students are mid/above grade level 19% of our students are early on grade level 40% are 1 grade level below 12% are two grade levels below 13% are 3 or more grade levels below | 2022 Dashboard (ELA - All Students): Status: 44.1 points below standard Current Dashboard Status: Low | | By the end of the 2023-24 school year, we expect to see improved outcomes and growth for all students, as measured by and corresponding with academic performance in ELA as shown on the California School Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue. |
| Student performance on CAASPP English Language Arts Assessment (Students with Disabilities) | 2019 Dashboard Status: 101.6 points below standard | The CAASPP was not administered in the 20-21 school year. Currently, we are administering the | 2022 Dashboard (ELA - Students with Disabilities): | | By the end of the 2023-24 school year, we expect to see improved outcomes and growth for |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|----------------|--|
| | <p>Current Dashboard Status: Very Low</p> <p>Dashboard Performance Level: Orange</p> | <p>CAASPP in the 21-22 school year. Therefore we used local assessment data for the metric for this year. According to our most recent IREADY ELA diagnostic assessment given in the spring of 2022, our SWD performed as follows:</p> <p>9% of our students are mid/above grade level</p> <p>9% of our students are early on grade level</p> <p>20% are 1 grade level below</p> <p>21% are two grade levels below</p> <p>42% are 3 or more grade levels below</p> | <p>Status: 112 points below standard</p> <p>Current Dashboard Status: Very Low</p> | | <p>students with disabilities, as measured by and corresponding with academic performance in ELA as shown on the California School Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue.</p> |
| <p>Student performance on CAASPP Math Assessment (All Students)</p> | <p>2019 Dashboard Status: 52.3 points below standard</p> <p>Current Dashboard Status: Low</p> <p>Dashboard Performance Level: Orange</p> | <p>The CAASPP was not administered in the 20-21 school year. Currently, we are administering the CAASPP in the 21-22 school year. Therefore we used local assessment data for the metric for this</p> | <p>2022 Dashboard (Math - All Students):</p> <p>Status: 79 points below standard</p> <p>Current Dashboard Status: Low</p> | | <p>By the end of the 2023-24 school year, we expect to see improved outcomes and growth for students with disabilities, as measured by and corresponding with academic</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|---|
| | | <p>year. According to our most recent IREADY MATH diagnostic assessment given in the spring of 2022, all students performed as follows:</p> <p>10% of our students are mid/above grade level</p> <p>13% of our students are early on grade level</p> <p>52% are 1 grade level below</p> <p>14% are two grade levels below</p> <p>11% are 3 or more grade levels below</p> | | | <p>performance in math as shown on the California School Dashboard. This would include an increase of Increase student performance level by 2% and a dashboard performance level of green or blue.</p> |
| <p>Student performance on CAASPP Math Assessment (Students with Disabilities)</p> | <p>2019 Dashboard Status: 136.1 points below standard</p> <p>Current Dashboard Status: Very Low</p> <p>Dashboard Performance Level: Orange</p> | <p>The CAASPP was not administered in the 20-21 school year. Currently, we are administering the CAASPP in the 21-22 school year. Therefore we used local assessment data for the metric for this year. According to our most recent IREADY MATH diagnostic assessment given in the spring of 2022, our</p> | <p>2022 Dashboard (Math - Students with Disabilities):</p> <p>Status: 135.1 points below standard</p> <p>Current Dashboard Status: Very Low</p> | | <p>By the end of the 2023-24 school year, we expect to see improved outcomes and growth for students with disabilities, as measured by and corresponding with academic performance in math as shown on the California School Dashboard. This would include an</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------|--|--|---|----------------|---|
| | | <p>SWD performed as follows: 6% of our students are mid/above grade level 6% of our students are early on grade level 30% are 1 grade level below 20% are two grade levels below 39% are 3 or more grade levels below</p> | | | <p>increase of Increase student performance level by 2% and a dashboard performance level of green or blue.</p> |
| Professional Development | <p>50% of certificated staff and 25% of paraprofessional staff have received training in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices.</p> | <p>For the 2021-2022 school year, due to staff and substitute shortages, we have not been able to focus as much on professional development as planned. Our focus has been on internal professional development through our early out collaboration days with our Teachers on Special Assignment. We also utilized the Center for Teacher Innovations to provide coaching to our</p> | <p>For the 2022-2023 school year, we focused on providing training in district wide instructional initiatives such as Step Up To Writing , Amplify Science curriculum, IREADY, Building minds math summit, and other identified best instructional practices.</p> | | <p>By the end of the 2023-24 school year, at least 90% of certificated staff and 75% of paraprofessional staff will receive training in these district wide instructional initiatives. We also expect to see an increase in the amount of staff at all school sites utilizing the agreed upon best practices and strategies with continuity. Sign-In/Attendance sheets, agendas and notes</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|--|
| | | <p>beginning and temporary teachers. Our internal professional development trainings have focused on topics such as Direct Interactive Instruction, Professional Learning Communities and curriculum/educational tools focused trainings (ie. Nearpod, ELLevation, Learning Leadership training). In addition, our Principals, SPED teachers and counselors were trained by our SELPA in the areas of learning recovery and behavior emergency reporting.</p> | | | <p>from trainings will be collected.</p> |
| <p>Williams Sufficiency Report (every student has sufficient access to standards aligned materials)</p> | <p>Currently we are at a 100% in our Williams Compliance Rate. Currently, all students have access to standards aligned instructional materials.</p> | <p>For the 2021-2022 school year, District wide we are currently at 100% in our Williams Compliance rate. Currently, all students have access to standards aligned instructional materials.</p> | <p>For the 2022-2023 school year, District wide we are currently at 100% in our Williams Compliance rate. Currently, all students have access to standards aligned instructional materials.</p> | | <p>By the end of the 2023-24 school year, we will maintain all Williams complaints at Zero or resolved. we will also continue to ensure that 100% of all students have access to core instructional materials.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|--|
| Ensure highly qualified staff for NUSD | Currently 100% of teachers are determined to be highly qualified by DataQuest. | For the 2021-2022 school year, all of our teachers are credentialed to teach in the subject matter for which they are designated with the exception of one teacher at the elementary level who is on an emergency permit. | The Teaching Assignment Monitoring Outcomes (TAMO) data for this LCAP year (2022-2023) is yet to be released. We will provide an update to the board and to this plan once it is released. | | By the end of the 2023-24 school year, we will continue to have 100% of teachers are determined to be highly qualified by DataQuest. |
| Implementation of State Standards | In grades TK-3 we purchased an English language Arts and ELD textbook and are in the third full year of implementation. Teachers were provided continued training and support to ensure full implementation of this text. Grades 4-8 are using Engage New York as an Open Educational Resource and this is being implemented because all of our students in these grades are 1-to-1 with every student having access to a chrome book. We implemented English | For the 2021-2022 school year, in grades K-8, we started the pilot for our new Science textbook adoption. Approximately two teachers per grade level/science department have piloted two different textbooks over the last 16 weeks. We hope to bring a final choice to the board for adoption by June 2022, with implementation and training set to begin in August 2022. In addition, according to our most recent State self reflection tool utilized for priority 2 | For the 2022-2023 school year, in grades TK-8, we are in the first full year of implementation of our newly adopted Science curriculum- AMPLIFY SCIENCE. In addition, according to our most recent State self reflection tool utilized for priority 2 (Implementation of State Standards) we rated: "5" - full implementation and sustainability in the math and ELA content areas "4" - full implementation for | | By the end of the 2023-24 school year, we will continue to have 100% of teachers trained in the selected textbook to ensure implementation of state standards. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|----------------|--|
| | <p>3D in grades 4 through 8 as our designated ELD curriculum. Training was provided throughout the year to ensure that our teachers were addressing the standards.</p> | <p>(Implementation of State Standards) we rated: "5" - full implementation and sustainability in the math and ELA content areas "4" - full implementation for History/Social Science and ELD "2" - beginning development for Next Generation Science Standards</p> | <p>History/Social Science and ELD "3" - beginning development for Next Generation Science Standards</p> | | |
| <p>Course Offerings- Broad Course of Study</p> | <p>NUSD offered courses described under section 51210 and 51220 (a)-(i) as applicable during the 2020-2021 academic year.</p> | <p>For the 2021-22 school year, NUSD continued to offer courses described under section 51210 and 51220 (a)-(i) as applicable during the 2020-2021 academic year. A total of 160 students at our middle school, enrolled in our Science Technology Engineering and Math (STEM) program. 108 of those students are considered unduplicated under LCFF. 6 of these</p> | <p>For the 2022-23 school year, NUSD continued to offer courses described under section 51210 and 51220 (a)-(i) as applicable during the 2020-2021 academic year. A total of 127 students at our middle school, enrolled in our Science Technology Engineering and Math (STEM) program. 81 of those students are considered unduplicated under</p> | | <p>By the end of the 2023-24 school year, we will continue to offer courses described under section 51210 and 51220 (a)-(i) as applicable.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------|--|--|---|----------------|---|
| | | <p>students are our SWD.</p> <p>Grade A: Out of 64 students that received an "A" in the course, 46 were unduplicated students and 3 are our SWD.</p> <p>Grade B: Out of 60 students that received an "B" in the course, 44 were unduplicated students and 2 are our SWD.</p> <p>Grade C: Out of 20 students that received an "C" in the course, 18 were unduplicated students.</p> | <p>LCFF. 2 of these students are a SWD.</p> <p>Grade A: Out of 45 students that received an "A" in the course, 29 were unduplicated students and 1 is a SWD.</p> <p>Grade B: Out of 33 students that received an "B" in the course, 22 were unduplicated students and 1 is a SWD.</p> <p>Grade C: Out of 29 students that received an "C" in the course, 20 were unduplicated students.</p> | | |
| Class Size Ratios | Contract Maximum for TK-3 is 25 (average of 24); Grades 4-6 maximum is 37 with additional compensation; Grades 7-8 maximum is 39 with additional compensation. | For the 2021-22 school year, we are maintaining an average of 22 in TK-3, an average of 31 in grades 4-6, and an average of 27 in grades 7-8. | For the 2022-23 school year, we are have reduced our class size ratio to an average of 21.3 in TK-3, an average of 30.1 in grades 4-6, and an average of 22.4 in grades 7-8. | | Use supplemental concentration funds to lower class sizes below the base maximum contract sizes. By the end of the 2023-24 school year, ideally, we want to maintain an average of 22 or below in TK-3, an average of 31 or below for grades 4-6, and an average of 32 or below for grades 7-8. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 1.1 | Professional Development on District Wide Instructional Initiatives | Provide professional development in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices that support the learning of our English Learners, foster youth and low income students. At least 90% of certificated staff and 75% of paraprofessional staff will receive training in these district wide instructional initiatives. We will continue offering structured English immersion as our language acquisition program at our schools. This will include times for designated and integrated English language development throughout the day. The Center for Teacher Innovations will be used to support beginning teachers in order to provide differentiation training for diverse learning needs. Continue to recruit and maintain highly qualified staff to support the learning needs of our unduplicated students. Continue to provide time for teachers to collaborate on curriculum and calibrate instruction as a grade level. These professional development opportunities will support successful outcomes for our unduplicated students by equipping teachers with the skills necessary to provide first, best instruction. | \$146,625.00 | Yes |
| 1.2 | Supplemental Instructional Programs and Materials | Provide supplemental materials and support to assist in delivery of Common Core State Standards. Supplement adopted subject-specific materials and programs as needed. Continue to provide diagnostic and additional instructional support for English Learners, foster youth and low-income students. We will continue to analyze each program for effectiveness and make adjustments through the LCAP educational partner engagement process as needed. | \$206,672.00 | Yes |
| 1.3 | Additional Supports for Interventions | Close the achievement gap for our English Learners, foster youth and low-income students by providing additional intervention and support during the school day. Our data shows that the work of our intervention TOSAs and use of PE teachers is working. Continue to fund TOSAs, subject-specific intervention, and Elementary PE positions as needed to provide Tier 2 and Tier 3 supports. | \$1,051,054.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------------------|---|----------------|--------------|
| 1.4 | Additional Instructional Minutes | In 15/16, we negotiated an additional 12 minutes of instruction each day (2,160 minute each school year) equivalent to 2.86% on the teacher salary schedule. Continue to provide the 12 additional minutes of instruction to increase service to our students. Explore opportunities through the negotiation process to increase student services within and beyond the current school day and year. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class time that allow instructors to provide increased informative assessments and instruction. | \$222,675.00 | Yes |
| 1.5 | Enrichment Opportunities | In 13/14 we began a STEM program to provide enrichment to our 82% of unduplicated students. Today, we have STEM labs at each elementary and middle school. Those labs have various grade level modules that the students can explore and learn from. As with any program, we continue to analyze the effectiveness and find ways to improve upon what we have started. Continue to provide increased enrichment access to STEM education in grades K-8. Provide opportunities for outdoor education and field trips. Explore new opportunities to improve the engagement of students through Arts and Music. This action calls for enrichment activities to ensure a well-rounded education for our students. This district is comprised of 84% low income students, and the Board has expressed an interest in providing outdoor education and field trip opportunities at little to no charge. Sites will be allocated additional funding from supplemental and concentration grants to provide these additional outdoor education opportunities and field trips to support the students in our community that may not otherwise be able have these experiences beyond the classroom. | \$303,398.00 | Yes |
| 1.6 | Staff to Student Ratios | Maintain lower than collectively bargained class sizes and reduce the amount of combination classes in order to ensure equitable services for unduplicated students. By having lower class sizes the teachers and aides can focus more on the individual needs of our English Learner, foster youth, and low income students. We will also continue | \$1,256,851.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| | | with intervention, Title I, and EL instructional aides. Explore the need for additional paraprofessionals to assist English Learners, foster youth and low-income students then hire where the needs are identified. In order to maintain class size ratios lower than collectively bargained and to keep up with increased costs of staffing, additional concentration add on funding will be used as a retention tool for three teachers. | | |
| 1.7 | Increase Achievement of Unduplicated Students with Disabilities | Provide additional support in closing the achievement gap to unduplicated Students with Disabilities. This would include professional development for staff, additional curriculum/materials to support our unduplicated Students with Disabilities. We also will be expanding our full continuum of options by providing additional programs for our unduplicated Students With Disabilities to receive educational benefit. We have opened up more seats in our regionalized programs, hired more paraprofessionals, hired an additional SLPA and are attempting to hire an additional Speech and Language Pathologist. | \$658,000.00 | Yes |
| 1.8 | Extended Learning Opportunities | Create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners. In year 2021-22, the expanded learning opportunity grant will be used for completing most of this action. LCFF funds will be used to further support this action as needed. By 2022-23 and 2023-24 we will continue the most successful intervention opportunities using LCFF supplemental/concentration funds to continue the additional support for our unduplicated student population. We hired elementary assistant principals to focus on the learning loss of our unduplicated students. The funding for these two positions will be 50% from the concentration grant add on and 50% from the extended learning opportunities program. These assistant principals will provide support to our students during the school day and during the expanded learning hours after school and during breaks. In addition, we hired a Director of Educational Services/Expanded Learning | \$2,912,821.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | Opportunities Program (ELOP) and several classified positions to support these services. The funding for these positions will be from a combination of supplemental-concentration grants, ELOP, and the Learning Recovery Grant. We are also expanding our after school, intersessions, and summer school opportunities for our unduplicated students using ELOP funds. | | |

Goal Analysis [2022-23]

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

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

Nuview Union School District implemented most of Goal 1 actions. The district was intentionally focused on implementing the actions and services in Goal 1 in order to best meet the needs of our identified and unduplicated student groups. Some substantive differences in the planning and actual implementation of these actions include:

Action 1.1: Our focus area for professional development focused on Step Up to Writing Framework and Quality First Instruction. In addition, instead of focusing on Universal Design for Learning we focused on providing professional development in our newly adopted Science curriculum Amplify Science. We also did not have as many collaborative grade level meetings as we planned on due to staffing shortages.

Action 1.2. We eliminated the use of READ 180 program for our elementary students, due to program ineffectiveness.

Action 1.8. We were able to implement our Expanded Learning Opportunities program during afterschool and spring intersession. We hired a Director of Educational Services/Expanded Learning Opportunities Program (ELOP), Department Secretary, and a Community Outreach Specialist to support these services.

No other substantive differences occurred in planning and implementing the other actions in Goal 1.

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.

The material differences in budgeted expenditure and estimated actuals include:

Action 1.1: Our focus area for professional development focused on Step Up to Writing Framework and Quality First Instruction. In addition, instead of focusing on Universal Design for Learning we focused on providing professional development in our newly adopted Science curriculum Amplify Science. This caused an increase in spending over what was budgeted.

Action 1.2.: We eliminated the use of READ 180 program for our elementary students, due to program ineffectiveness. This caused a decrease in spending from what was budgeted.

Action 1.5.: Since we prepaid for the field trips in the prior year, there was not as much spending as anticipated.

Action 1.6:

Some of the decreased spending in other actions were used on personnel, particularly in this action. The certificated staff salaries increased by 11% and an additional teacher was added to avoid the need for a combination class.

Action 1.8: We implemented a more robust after school program and spring intersession in 22/23 by using our teaching staff at their daily hourly rate. We hired a community engagement specialist to ensure our unduplicated students and parents are engaged in our extended learning programs. In addition, we hired a Director of Educational Services/Expanded Learning Opportunities Program (ELOP) and several classified positions to support these services.

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

Action 1.1: For the 2022-2023 school year, we provide professional development in district wide instructional initiatives such as Quality First Instruction and Step Up To Writing, and other identified best instructional practices that support the learning of our English Learners, foster youth and low income students. Step Up to Writing professional development was a focus in grades TK-6. The effectiveness can be measured by the amount of teachers who demonstrated that they were implementing these instructional strategies. Principals reported that 70% of teachers trained were faithfully implementing the Step Up to Writing instructional strategies in their classrooms. We also utilized the Center for Teacher Innovations to provide coaching to our beginning and temporary teachers.

Action 1.3: Our data shows that the work of our intervention TOSAs and use of PE teachers is working. We were able to provide intervention to more of our students this year in smaller group settings, and additional interventions were provided to our students in math and English language arts. In addition, the dashboard data demonstrates the effectiveness of our intervention work and of our increase in professional development for our teachers. Although the ELA and math proficiency rates did decline, it was not at the rate that was expected. The other actions as a group contributed to the achievement of Goal 1 in a variety of ways. This includes teachers reporting that the smaller class size ratios improved their ability to provide interventions and monitor student achievement. In addition we saw an increase in the proficiency of our English language learners, as 46.9% of our English Learners were making progress towards English Language proficiency as measured by the Summative ELPAC assessment, which is 1.5% more of our students demonstrating growth than in the baseline year (2019).

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

Action 1.1: Our focus area for professional development focused on Step Up to Writing Framework and Quality First Instruction. In addition, instead of focusing on Universal Design for Learning we focused on providing professional development in our newly adopted Science curriculum Amplify Science.

Actions 1.7: We added more seats in our regionalized programs, hired more paraprofessionals, hired an additional SLPA and are attempting to hire an additional Speech and Language Pathologist in order to meet the increased needs of our students.

Actions 1.8: In order to provide additional support during the expanded learning hours after school and during intersessions, we added a Director of Educational Services/Expanded Learning Opportunities Program (ELOP) and several classified positions to this action to support these services.

Goal 1 Metrics: For the 2022-2023 school year, our metrics for EL progress and CAASPP results changed back to using the 2022 CA Dashboard data since the CAASPP was administered and reported to the state dashboard.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Students will be provided additional supports to ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness. |

An explanation of why the LEA has developed this goal.

After reviewing prior years suspension, chronic absentee rates and data from the California Healthy Kids Survey as well as stakeholder feedback, we see the need for increased supports provided to students in order to ensure their physical and social/emotional well being. We also see the need to maintain a safe and supportive environment that promotes equity, engagement, and school connectedness. Current district wide data around the areas of chronic absenteeism, student engagement, student suspensions gathered from a variety of state and local sources demonstrates that there is a need to focus on creating a positive and engaging climate at each school, where students feel valued, supported and safe.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------------|--|--|--|----------------|--|
| Suspension Rate: All Students | <p>Dashboard Rate (2019): 3.2%</p> <p>Dashboard Status (2019): High</p> <p>Dashboard Performance Level: Orange</p> | For the 2021-2022 school year, District wide (all students) there have been 32 suspensions (2%). | <p>Suspension Rate: All Students</p> <p>Dashboard Rate (2022): 2.5%</p> <p>Dashboard Status (2022): Medium</p> | | By the end of the 2023-24 school year, we expect to see a .5% decline in the suspension rate of all students. |
| Suspension Rate: Mountain Shadows | <p>Dashboard Rate (2019): 8.5%</p> <p>Dashboard Status (2019): High</p> | At MSMS, there have been 21 suspensions in the 2021-2022 school year (6%). | <p>Suspension Rate: (MSMS)</p> <p>Dashboard Rate (2022): 5.8%</p> | | By the end of the 2023-24 school year, we expect to see a 2% decline in the suspension rate of students at MSMS. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|---|
| | Dashboard Performance Level: Orange | | Dashboard Status (2022): Medium | | |
| Suspension Rate: Nuview Elementary | Dashboard Rate (2019): 1.5% Dashboard Status (2019): Medium Dashboard Performance Level: Green | At NES, there have been 3 suspensions in the 2021-2022 school year (.5%). | Suspension Rate: (NES) Dashboard Rate (2022): 2% Dashboard Status (2022): Medium | | By the end of the 2023-24 school year, we expect to see a decline or at least maintain the suspension rate of students at NES. |
| Suspension Rate: ValleyView Elementary | Dashboard Rate (2019): 1.6% Dashboard Status (2019): Medium Dashboard Performance Level: Yellow | At VVES, there have been 8 suspensions in the 2021-2022 school year (1%). | Suspension Rate: (VVES) Dashboard Rate (2022): 1.1% Dashboard Status (2022): Medium | | By the end of the 2023-24 school year, we expect to see a decline or at least maintain the suspension rate of students at VVES. |
| Suspension Rate: Students with Disabilities | Dashboard Rate (2019): 7.4% Dashboard Status (2019): Very High Dashboard Performance Level: Red | District wide there have been 15 suspensions of our Students with Disabilities (SWD) in the 2021-2022 school year (1%). | Suspension Rate: (Students with Disabilities) Dashboard Rate (2022): 4.1% Dashboard Status (2022): High | | By the end of the 2023-24 school year, we expect to see a 2% decline in the suspension rate of our Students with Disabilities. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|--|
| Chronic Absenteeism (All Students) | <p>Dashboard Rate (2019): 9.6%</p> <p>Dashboard Status (2019): Orange</p> <p>Dashboard Performance Level: Medium</p> | <p>For the 2021-2022 school year, the District wide (all students) chronic absentee rate is at 21.02%. Just to note, statewide the chronic absentee rates have increased dramatically due to the pandemic. As a reminder, chronic absentee means being absent for any reason, including excused absences.</p> | <p>Chronic Absenteeism (All Students)</p> <p>Dashboard Rate (2022): 45.7%</p> <p>Current rate (as of 4/27/23 from AERIES): 32.2%</p> <p>Dashboard Status (2022): Very High</p> | | <p>By the end of the 2023-24 school year, we expect to see a 2% decline in the chronic absentee rate for all students.</p> |
| Chronic Absenteeism (Students with Disabilities) | <p>Dashboard Rate (2019): 13.9%</p> <p>Dashboard Status (2019): Red</p> <p>Dashboard Performance Level: High</p> | <p>For the 2021-2022 school year, we have 139 of our Students with Disabilities (SWD) who are chronically absent (9%).</p> | <p>Chronic Absenteeism (Students with Disabilities)</p> <p>Dashboard Rate (2022): 51%</p> <p>Current rate (as of 4/27/23 from AERIES): 44.4%</p> <p>Dashboard Status (2022): Very High</p> | | <p>By the end of the 2023-24 school year, we expect to see a 5% decline in the chronic absentee rate for our Students with Disabilities.</p> |
| Middle School Dropout Rate | <p>In the 19-20 school year, we had 2 out of our 403 students who were considered middle school</p> | <p>For the 20-21 school year, we had 4 students who were considered middle school</p> | <p>For the 21-22 school year, we had 4 students who were considered middle school</p> | | <p>By the end of the 2023-24 school year, we expect to see our middle school dropout rate at 0%.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|----------------|--|
| | dropouts, as defined by CALPADS. | dropouts, as defined by CALPADS. | dropouts, as defined by CALPADS. | | |
| Average Daily Attendance (All Students) | In the 18-19 school year, the district wide average daily attendance rate was at 94.84%. | For the 2021-2022 school year, the district wide average daily attendance rate is at 88.95%. | For the 2022-2023 school year, the district wide average daily attendance rate is at 91.22%. | | By the end of the 2023-24 school year, we expect to see an increase to at least 96% for our Average Daily Attendance. |
| Professional Development | 50% of certificated staff and 25% of paraprofessional staff have received some level of professional development in the area of positive behavior and intervention supports (PBIS), alternative means of correction, behavior support plans, and other mental health needs. | For the 2021-2022 school year, staff at all three sites have continued to participate in professional development such as in-house PBIS training and mental health needs. In addition, our principals have attended Other Means of Correction training through RCOE and Capturing Kids' Hearts SEL training. Due to staff and substitute shortages, we have not been able to focus as much on professional development as planned. Our focus has been on internal | For the 2022-2023 school year, staff at all three sites have continued to participate in professional development such as PBIS training and mental health needs. We had 45 classified and certificated staff members trained in ProAct Crisis Response training. 22 of those staff members were also additional trained in Pro Act -Restraint. | | By the end of the 2023-24 school year, we expect that at least 95% of certificated staff and 75% of paraprofessional staff will have received training in these initiatives. We also expect to see an increase in the amount of administrators and staff at all school sites utilizing the agreed upon best practices and strategies with continuity. Sign-In/Attendance sheets, agendas and notes from trainings will be collected. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|--|----------------|---|
| | | professional development through our early out collaboration days with our Teachers on Special Assignment and School Counselors. In addition, our Principals, SPED teachers and counselors were trained by our SELPA in the areas of learning recovery and behavior emergency reporting. | | | |
| Expulsion Rate | According to Data Quest, the 2019 expulsion rate for NUSD students was 0% for the school year. | According to Data Quest, the 2020-21 expulsion rate for NUSD students was 0% for the school year. | According to Data Quest, the 2021-22 expulsion rate for NUSD students was 0% for the school year. | | By the end of the 2023-24 school year, we expect that our expulsion rate will remain at 0%. |
| Parent Involvement Opportunities and Input | As indicated by our 2021 LCAP stakeholder feedback survey: 75.7% of respondents indicated that parents feel welcomed at the school sites | As indicated by our 2022 LCAP stakeholder feedback survey: 80% of respondents indicated that parents feel welcomed at the school sites (increase of 4.3% from baseline) | As indicated by our 2023 LCAP stakeholder feedback survey: 81% of respondents indicated that parents feel welcomed at the school sites (increase of 5.3% from baseline) | | By the end of the 2023-24 school year, we expect to see a 10% increase in the amount of parents who feel welcomed at school sites and feel included in the school advisory committees. In addition, we expect to see a 10% increase |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|--|---|---|----------------|---|
| | <p>51.8% of respondents indicated that the school provides workshops on educational priorities for parents.</p> <p>80.2% of respondents indicated that parents are included in school site advisory committees</p> | <p>63.1% of respondents indicated that the school provides workshops on educational priorities for parents (increase of 11.3% from baseline)</p> <p>78% of respondents indicated that parents are included in school site advisory committees (decrease of 2.2% from baseline)</p> | <p>54.1% of respondents indicated that the school provides workshops on educational priorities for parents (increase of 2.39% from baseline)</p> <p>72.7% of respondents indicated that parents are included in school site advisory committees (decrease of 7.5% from baseline)</p> | | <p>in the amount of opportunities for parents to become involved at their child's school.</p> |
| School Safety and Connectedness | <p>As indicated by our 2021 LCAP stakeholder feedback survey:</p> <p>70.1% of respondents indicated that students feel connected to school</p> <p>75.9% of respondents indicated that students feel safe at school</p> <p>54.6% of respondents indicated that the school provides extracurricular activities such as</p> | <p>As indicated by our 2022 LCAP stakeholder feedback survey:</p> <p>74.5% of respondents agreed that staff does more than expected to keep students engaged and connected to school.</p> <p>71.3% of respondents indicated that students feel connected to school (increase of 1.3% from baseline)</p> | <p>As indicated by our 2023 LCAP stakeholder feedback survey:</p> <p>68.4% of respondents agreed that staff does more than expected to keep students engaged and connected to school.</p> <p>65% of respondents indicated that students feel connected to school (decrease of 5.1% from baseline)</p> | | <p>By the end of the 2023-24 school year, we expect to see a 10% increase in the amount of students who feel safe and connected to school. In addition, we expect to see an increase in the amount of enrichment opportunities for students to become involved at their school.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---------------------------|--|--|----------------|-----------------------------|
| | clubs, sports, band, etc. | <p>79.4% of respondents indicated that students feel safe at school (increase of 3.5% from baseline)</p> <p>66.9% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc. (increase of 12.3% from baseline)</p> | <p>71.8% of respondents indicated that students feel safe at school (decrease of 4.1% from baseline)</p> <p>68% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc. (increase of 13.4% from baseline)</p> <p>As indicated by our 2023 Ca Healthy Kids Survey: 73% of our 6th grade students indicated that they feel safe at school “most or all of the time” 45% of our 7th grade students indicated that they perceived their school as safe or very safe 59% of our 9th grade students indicated that they perceived their school as safe or very safe 45% of our 11th grade students indicated that</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|--|---|--|----------------|---|
| | | | <p>they perceived their school as safe or very safe</p> <p>70% of our 6th grade students indicated that they feel connected to school “most or all of the time”</p> <p>49% of our 7th grade students indicated that they feel connected to school “most or all of the time”</p> <p>48% of our 9th grade students indicated that they feel connected to school “most or all of the time”</p> <p>47% of our 11th grade students indicated that they feel connected to school “most or all of the time”</p> | | |
| Facility Inspection Tool (FIT) | In November 2020, all of our sites scored an overall ranking of 'good' on the annual FIT inspection. | In January 2022, all of our sites scored an overall ranking of "good" on the annual FIT inspection. | In January 2023, all of our sites except MSMS scored an overall ranking of "good" on the annual FIT inspection. MSMS scored an overall ranking of "Fair". MSMS received deficiencies in the area of cleanliness. | | By the end of the 2023-24 school year, we expect to see that all of our sites scored at least an overall ranking of 'good' or "exemplary" on the annual FIT inspection. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|----------------|--|
| | | | These deficiencies will be repaired and reported out on the next annual inspection. | | |
| Transportation Usage and Expanded routes | Analysis of our current transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. In addition at SART/SARB meetings held in 2019-20 school year, home-to-school transportation was a primary barrier to student attendance. In the 2019-20 school year, 525 of our 1548 students (34%) utilized our free home-to-school transportation. | For the 2021-2022 school year, 893 of our 1,487 students (60%) utilize our free home-to-school transportation. This year, all bus riders were issued a bus pass which helped to ensure safe home to school transportation. NES - Out of 570 students, 331 students utilize transportation (58%). VVES - Out of 583 students, 290 students utilize transportation (49%). MSMS - Out of 334 students, 272 students utilize transportation (81%). | For the 2022-2023 school year, 852 of our 1,487 students (57.3%) utilize our free home-to-school transportation. This year, all bus riders continued to utilize a bus pass which helped to ensure safe home to school transportation. NES - Out of 601 students, 310 students utilize transportation (51.6%). VVES - Out of 549 students, 282 students utilize transportation (51.4%). MSMS - Out of 337 students, 260 students utilize transportation (77%). | | By the end of the 2023-24 school year, we expect to see a 3% increase in the amount of students who utilize free home to school transportation to ensure increased attendance for unduplicated and for our Students with Disabilities. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 2.1 | Professional Development for Behavioral Support | Site administration and staff will be provided additional professional development in the area of positive behavior and intervention supports (PBIS), alternative means of correction, behavior support plans, and other mental health needs. We expect that strategies from these trainings will be utilized at all of our school sites with fidelity in order to decrease our suspension rate. Due to the increased need for mental health and wellness supports, we decided to hire a classified social worker/district therapist to provide mental health training for staff and to provide therapy for struggling students. | \$137,850.00 | No |
| 2.2 | Site Allocations | Provide school sites with supplemental and concentration funds beyond base funding allocations to support increased services for unduplicated students at the school site level. We monitor this action by using a separate goal in our funding line to make sure the money is being used for increased and improved services. Reasoning: The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most out of the resources available to the school with the ultimate goal of increasing student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its own student achievement data in order to determine site-specific needs of their student populations. Each school site in our district is allotted LCFF supplemental dollars based upon the site's unduplicated student count. The site's School Site Council create their SPSA to reflect the needs of their unduplicated students. District oversight ensures that the funds are use appropriately. We monitor this action by using a separate goal in our funding line to make sure the money is being used for increased and improved services. This is the most effective use of funds because Nuvview Union schools provide direct services to meet the unique needs of their unduplicated student populations through programs to support student achievement, intervention/acceleration opportunities, professional development, and efforts to increase stakeholder engagement. | \$181,256.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------------|--|--------------|--------------|
| 2.3 | Counseling and Mental Health Services | It is the mission of the district to support the whole child, including mental health. When the LCFF and LCAP process first began to focus on increased and improved services, one of our first actions was to make sure we had full time counselors at each of our schools. Through this LCAP process, we will maintain our increased counseling services for unduplicated students at all schools; Explore the need for additional mental health or administrative support to help with implementation of PBIS and other strategies. | \$501,098.00 | Yes |
| 2.4 | Home to School Transportation | Analysis of our transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. 82% of our students are considered to be low-income, foster youth, or English Learners. It is our goal to continue with free home to school transportation services and give first priority to our low income students. Base and Supplemental/Concentration Funds will be used for providing free home to school transportation to ensure increased attendance for unduplicated and for our Students with Disabilities. This will also help to reduce chronic absentee rate. | \$432,250.00 | Yes |
| 2.5 | Increased Health Services | It is the mission of our district to support the whole child, including physical health. Our health experts assist students and families with in school needs as well as help families seek outside services. Our Nurse works with outside agencies to provide in district services for medical and dental. We plan to maintain expanded coverage in the health office so students and families will have access to a health expert. Supplemental Concentration Funds will provide the proportional share of the services from the health experts so we can continue our expanded services and hours that we started during this LCAP process to support our students physical health needs. | \$77,242.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| 2.6 | Increased Parent and School Connectedness | Increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events. Each site will determine the level of engagement needed. Community Liaison support duties (20%) are added to our health clerks to assist in our Spanish communication to parents. We worked with our families to provide access and various means of communication through platforms such as Aeries Communication/Portals, Google Classroom, and Edlio. We believe these strategies will be effective in addressing the need for an increase in parent and school connectedness. | \$30,502.00 | Yes |
| 2.7 | Communication, Safety, and Security | Through the use of a variety of reporting systems such as (Raptor, Sprigeo, Hour Zero, Zonar, Attention to Attendance, Aeries, etc.), to ensure safety, communication and attendance is maintained at each school site. Explore the need for additional campus supervision staff using supplemental/concentration grants for improved services in order to ensure safety of students, especially during breaks and recess. Explore the possibility of further safety measures such as electronic locks, playground equipment, and additional security staff. In order to ensure a safe campus, we hired two campus security officers. | \$114,891.00 | No |
| 2.8 | School and Classroom Environment | Data has shown that we had an increase in transfers out to a brand new neighboring elementary school. Action was determined through educational partner feedback that school climate and facilities needed to be addressed. A modernized school and classroom environment will help close the achievement gap and provide a safe school environment for unduplicated students equal to higher income, neighboring school districts. According to the Quality Schooling Framework and CDE website, the physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience | \$1,128,511.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | equally supportive learning environments and opportunities that help them learn and thrive. We will also use supplemental/concentration grants to improve the classroom environment with updated furniture to support collaboration and flexible learning spaces so our low income, EL, foster youth, and homeless populations will have a modernized learning environment. In order to keep that learning environment as clean and safe as possible for our unduplicated population, we hired an additional 2.75 FTE custodians using concentration add-on funding. | | |

Goal Analysis [2022-23]

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

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

Nuvew Union School District implemented most of Goal 2 actions. We saw an increased need for social emotional support for our students. Some substantive differences in the planning and actual implementation of these actions include:
 Action 2.1: Due to the increased need for mental health and wellness supports, we provided professional development on the Second Steps Social Emotional program/curriculum for our staff.
 Action 2.7: In order to ensure a safe campus, we hired two campus security officers.
 Action 2.8: In order to improve the classroom environment we purchased updated furniture in grades 3-6 to support collaboration and flexible learning spaces so our low income, EL, foster youth, and homeless populations will have a modernized learning environment. In order to keep that learning environment as clean and safe as possible for our unduplicated population, we hired an additional 2.75 FTE custodians using concentration add-on funding.

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.

The following actions had material differences between budgeted expenditures and estimated actual expenditures:
 Action 2.3 estimate was higher than budget due to 11% increase in personnel salaries.
 Action 2.4 estimate was higher than budget because we are purchasing an additional bus to handle the additional routes and services.
 Action 2.5 estimate was higher than budget due to 11% increase in personnel salaries.
 Action 2.7 estimate was lower than budget because one of the positions was vacant for a portion of the year.
 Action 2.8 had a material difference of \$333,918 that was underspent. This was due to the fact that we moved a portion of the funds for the new classroom furniture purchase to the 2023-2024 school year.

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

Action 2.1.: For the 2022-2023 school year, staff at all three sites have continued to participate in professional development such as PBIS training and mental health needs. We had 45 classified and certificated staff members trained in ProAct Crisis Response training. 22 of those staff members were also additional trained in Pro Act -Restraint. These professional development strategies have helped to prepare our staff to respond appropriately which could be correlated in our decrease in our suspension rate for this year.

Action 2.3: Our mental health experts (District therapist, Mental Health Coordinator and counselors) supported students with extensive counseling services. These additional services provide our identified student groups and unduplicated students with social emotional learning and mental health support which was beneficial and greatly needed. This proactive step provided our students more opportunities to interact first and work with trained professionals who are experts in student behavior. This reduced the amount of disciplinary referrals to our site administrators.

Action 2.4: We continued to provide free home to school transportation services with expanded routes and gave first priority to our low income students. We had an increase in student attendance. For the 2021-2022 school year, the district wide average daily attendance rate was at 88.95% and for the 2022-2023 school year, the district wide average daily attendance rate is at 91.22%. This is an increase of 2.27%.

Action 2.6: We were able to see an increase in school connectedness for our students. For example our educational partners shared that there was an increase in extra curricular opportunities. As indicated by our 2023 LCAP stakeholder feedback survey, 68% of respondents indicated that the school provides extracurricular activities such as clubs, sports, band, etc. (increase of 13.4% from baseline). In addition, our health clerks were very active as community liaisons to help increase communication with parents and families. We also saw a reduction in school suspension data and an increase in student attendance which shows students are more connected to school. For the 2021-2022 school year, the district wide average daily attendance rate was at 88.95% and for the 2022-2023 school year, the district wide average daily attendance rate is at 91.22%. This is an increase of 2.27%.

Action 2.7: In addition, we hired campus security officers in order to increase safety at our school sites. In order to continue to maintain a clean and safe learning environment, we continued to fund one full time additional custodian at each of our two elementary schools and a part-time custodian at our middle school. These additional staff helped to provide a clean and safe learning environment which are additional supports to ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness.

Action 2.8: The new furniture that was purchased for our upper grade elementary students allowed for additional collaboration and movement in class which attributed to a reduction in behavior incidents and improved classroom engagement.

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.

Goal 2 Metrics: Due to the reinstatement of the CA Dashboard data for the 2022-2023 school year, we went back to including the Dashboard data for suspension, expulsion and chronic absentee data as metrics for Goal 2. In addition, we added the data from our California Healthy Kids Survey that was given in the spring of 2023. This survey is given to all of our 6th, 7th, 9th and 11th graders every other school year. connectedness.

Action 2.7: We hired 2 campus security officers in order to increase safety at our school sites.

Action 2.8: The new furniture was purchased only for our upper grade elementary students (3rd through 6th grade) this year. Next year, we will be purchasing the updated furniture for our Transitional Kindergarten - 2nd grade students. We hired an additional 2.75 FTE custodians using concentration add-on funding instead of 2.5 FTE.

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 | Develop 21st Century skills and digital literacy to provide all students a platform for success in a digital world. |

An explanation of why the LEA has developed this goal.

We ensured to include the purchase of 1:1 chromebooks, MiFi hot spots and additional wireless access points on our campuses. As we began the school year, it was evident that teachers and staff saw the need for increased professional development in the incorporation of technology into the classroom. We also saw an increased need for additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools. We are confident that we can achieve our goal of developing 21st century skills and digital literacy for our students by sustaining a 1:1 device ratio, providing access to technology personnel and digital tools. Using the metrics below will help us monitor and measure our progress towards meeting our goal of developing 21st Century skills and digital literacy to provide all students a platform for success in a digital world.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|--|
| Percent of identified students accessing such online programs and applications to support their academic needs | As we began the school year, it was evident that there was a need for student access to additional online applications such as Google classroom, apps for education, Flipgrid, iReady, and other online tools. At the current time, approximately 70% of our students are | For the 2021-2022 school year, approximately 75% of our students are accessing these available online tools, programs and applications. | For the 2022-2023 school year, approximately 94% of our students are accessing these available online tools, programs and applications. | | By the end of the 2023-24 school year, we expect that at least 95% of our students will be accessing the available online tools, applications and programs in order to enhance their educational experience. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|----------------|--|
| | accessing these available online tools, programs and applications. | | | | |
| Number of devices accessible to students and staff | 100% of students currently have access to devices that will meet the needs of instruction and assessment. | For the 2021-2022 school year, 100% of students currently have access to devices that will meet the needs of instruction and assessment. We still have budgeted and plan to spend with one time federal funds additional devices up to \$350K. | For the 2022-2023 school year, 100% of students currently have access to devices that will meet the needs of instruction and assessment. | | By the end of the 2023-24 school year, we expect to continue our 1:1 student-to-device ratio for students to use at school and at home. |
| Professional development | As we began the school year, it was evident that teachers and staff saw the need for increased professional development in the areas of virtual teaching and learning. Currently approximately 50% of our staff has been trained in areas such as google classroom and computer application programs/tools. | For the 2021-2022 school year, approximately 55% of our staff has been trained in areas such as Google classroom and computer application programs/tools. In addition, 6 of our teachers attended a Google camp in the summer of 2021. | For the 2022-2023 school year, approximately 55% of our staff has been trained in areas such as Google classroom and computer application programs/tools. | | By the end of the 2023-24 school year, we expect that at least 95% of certificated staff and 75% of paraprofessional staff will have received training in these initiatives. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|--------------|--------------|
| 3.1 | 1:1 Student to Device Ratio | <p>In an effort to support unduplicated students in digital literacy we will maintain a 1:1 device ratio. We will continue to purchase new equipment and replace damaged or outdated devices on an as needed basis. We will also support the connectivity of these devices at school and at home with new infrastructure as needed. In years one and two, ESSER funds were used to support this action. The District has purchased MiFis for our unduplicated students to have internet access at home.</p> <p>Information on the availability of wireless hotspots will be shared with parents/guardians so that students can access their Google classroom at home when absent.</p> | \$61,500.00 | Yes |
| 3.2 | Technology Personnel | <p>Educational partner feedback has shown the need to focus on the technology needs of our students, including devices, instructional tools, and infrastructure. The technology department ensures we have the proper infrastructure in place so that our learning environments are the best they can be. The technology personnel maintain devices of our unduplicated students and families, making sure that are ratios remain as stated in our LCAP goal. The personnel also assisted limited income students and families with connectivity at home to ensure that they remain connected to our school programs. Finally, they provided training on Google platforms for our students that need extra support. In order to support the increased services in technology listed in actions 1 and 3, we will continue to monitor personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity. Goals/Standards will be created in collaboration with our Educational Services and Instructional Technology departments for each grade level that encourages the students to be producers instead of consumers of technology.</p> | \$214,333.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|-------------|--------------|
| 3.3 | Instructional Tools and Applications | Implement new instructional tools and applications to support teachers in 1:1 device initiative. These tools and applications provide additional access to academic content for our 84% of unduplicated students. | \$28,400.00 | Yes |

Goal Analysis [2022-23]

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

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

Nuvew Union School District implemented all of Goal 3 actions as described. There were no substantive differences in planned actions and actual implementation of these actions.

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 3.1: Overspent by \$75,000 as there was a need to replace the next round of chrome books than what was originally budgeted.

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

Action 3.1: For the 2022-2023 school year, 100% of students currently have access to devices that will meet the needs of instruction and assessment. The District has also purchased MiFis for our unduplicated students to have internet access at home. However, not as many parents checked out these MiFis as we had originally planned. This action helped to increase the internet connectivity of our unduplicated students.

Action 3.2: For the 2022-2023 school year, we continued to monitor technology personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity.

Action 3.3: For the 2022-2023 school year, approximately 55% of our staff has been trained in areas such as Google classroom and computer application programs/tools. This professional development for teachers gave them the tools to provide academic interventions to our unduplicated 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 3.1: The District has also purchased MiFis for our unduplicated students to have internet access at home. However, not as many parents checked out these MiFis as we had originally planned. For next year, we plan to publicize the availability of these internet connectivity devices so that more of our parents and families are aware that we have them to check out. In addition, we reduced our one time expenditures in 2022-2023 for the cabling/infrastructure project from the upcoming 2023-2024 budget.

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

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

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$5,395,218 | \$660,409 |

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 |
|---|-----------------------------|-------------------------|---|
| 35.91% | 0.00% | \$0.00 | 35.91% |

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

Required Descriptions

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

For this LCAP cycle, supplemental/concentration funds will be used to meet the needs of low-income pupils, foster youth, and English learners. Nuview Union School District is committed to providing activities that keep students connected, target instruction, increase mental health services and provide academic support to our neediest students. The needs of the unduplicated students take priority. The actions and services listed provide support to unduplicated students and targeted student groups that involve systematic efforts to improve academic performance, suspension rates and reduce chronic absenteeism. Therefore, the district will continue to implement a multi-tiered system of supports. The needs of Socioeconomically Disadvantaged (SED) students, English learners and foster youth were considered first when looking at accessibility, connectivity and access. Many of our actions and services are LEA-wide or school-wide because our unduplicated count is approximately 84%, which is over the 55% threshold for school-wide or LEA-wide implementation. Several actions call for the proportional share of supplemental/concentration grants because the actions are supporting our unduplicated student populations and the funds are approximately 35.91% of our overall LCFF budget.

Action 1.1 Professional Development on District Wide Instructional Initiatives and 1.7 Increase the Achievement of Unduplicated Students with Disabilities

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. Provide professional development in district wide instructional initiatives such as Quality First Instruction, Step Up to Writing, Universal Design for Learning, and other identified best instructional practices that support the learning of our English Learners, foster youth and low-income students including our unduplicated students with disabilities. By the end of the 2023-24 school year, at least 90% of certificated staff and 75% of paraprofessional staff will receive training in these district wide instructional initiatives. The Center for Teacher Innovations will continue to be used to support beginning teachers in order to provide differentiation training for diverse learning needs. We will continue to recruit and maintain highly qualified staff to support the learning needs of our unduplicated students. We will continue to provide time for teachers to collaborate on curriculum and calibrate instruction as a grade level. Actions 1.7: We added more seats in our regionalized programs, hired more paraprofessionals, hired an additional SLPA and are attempting to hire an additional Speech and Language Pathologist in order to meet the increased needs of our unduplicated students who are also our Students with Disabilities. We see this as a need as in a review of our 21-22 CAASPP data, our Socio-Economically Disadvantaged (SED) students scored 51.3 points below the standard in ELA and were 85.6 points below the standard in math. Our Students with Disabilities (SWD) students scored 112 points below the standard in ELA and were 96.5 points below the standard in math. Our Homeless students scored 72.4 points below the standard in ELA and were 135.1 points below the standard in math. Overall in ELA, our students scored 44.1 points below standard in ELA and 79 points below the standard in Math.

Most Effective Use of Funds: This specific action is effective in increasing and improving teacher efficiency would benefit our unduplicated students. Ongoing professional development, which includes initial training, demonstration lessons, and observations with feedback, ensures that classroom teachers are efficiently providing the most effective instruction to students, which will result in an increase in academic achievement. The CAASPP scores as well as our i-Ready reading and math proficiency rates are expected to increase for our unduplicated students including those unduplicated students who are also our SWD with the additional supports that are being implemented.

Action 1.2 Supplemental Instructional Programs and Materials and 1.3 Additional Supports for Interventions

Reasoning: These are returning actions from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. In order to close the achievement gap for our English Learners, foster youth and low-income students, we will provide additional intervention supports and supplemental instructional programs to our unduplicated students during the school day. Our data shows that the work of our intervention TOSAs and use of PE teachers is working. Therefore, we will continue to fund TOSAs, subject-specific intervention, and Elementary PE positions as needed to provide Tier 2 and Tier 3 supports. In addition, although we eliminated the use of READ 180 program for our elementary students, we did continue program use with our middle school students. We also implemented programs such as Nearpod - Flowcabulary, Dreambox and the intervention sections of i-READY to support our unduplicated students including our English learners.

Most Effective Use of Funds: Because we are seeing improvement in math and ELA for our unduplicated students and because current research indicates that interventions positively impact student learning, we conclude this is the most effective use of funds. The CAASPP scores as well as our i-Ready reading and math proficiency rates are expected to increase for our unduplicated students with the additional supplemental instructional programs and interventions that are being implemented. As a result of the COVID-19 pandemic, all students' reading and math proficiency rates have declined so these actions will benefit all students as well.

Action 1.4 Additional Instructional Minutes and 1.8 Extended Learning Opportunities

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class time that allow instructors to provide increased informative assessments and instruction. We intend to create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners, as we know this will increase academic achievement and engagement for these students. We see this as a need as in a review of our 21-22 CAASPP data, our Socio-Economically Disadvantaged (SED) students scored 51.3 points below the standard in ELA and were 85.6 points below the standard in math.

Most Effective Use of Funds: By providing the additional instructional minutes, we are expanding the amount of time our unduplicated students are able to receive additional educational benefit. The expanded instructional time supports the needs of our unduplicated population who benefit from longer class time that allow instructors to provide increased informative assessments and instruction. In addition, we are extending the school day and school year opportunities in hopes of increasing the academic achievement and engagement for these students. Therefore, we conclude this is the most effective use of funds.

Action 1.5 Enrichment Opportunities

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. In 13/14 we began a STEM program to provide enrichment to our 82% of unduplicated students. Today, we have STEM labs at each elementary and middle school. Those labs have various grade level modules that the students can explore and learn from. As with any program, we continue to analyze the effectiveness and find ways to improve upon what we have started. We will continue to provide increased enrichment access to STEM education in grades K-8 to our unduplicated pupils. In addition, we will provide opportunities for outdoor education and field trips and explore new opportunities to improve the engagement of students through Arts and Music. Although we have started our Expanded Learning Opportunities Program, we are continuing to explore options to provide engagement opportunities for our students in the area of Art and Music. These actions calls for enrichment activities to ensure a well-rounded education for our students. We also know that by providing these additional opportunities it will positively impact student engagement and attendance for our most at risk youth. We see this as a need as in a review of our 21-22 CAASPP data, our Socio-Economically Disadvantaged (SED) students scored 51.3 points below the standard in ELA and were 85.6 points below the standard in math. Our English Learners (EL) scored 59.9 points below the standard in ELA and 93.5 points below the standard in math. Our Students with Disabilities (SWD) students scored 112 points below the standard in ELA and were 96.5 points below the standard in math. Our English Learners (EL) scored 59.9 points below the standard in ELA and 93.5 points below the standard in math. Our Homeless students scored 72.4 points below the standard in ELA and were 135.1 points below the standard in math. Overall in ELA, our students scored 44.1 points below standard in ELA and 79 points below the standard in Math. In a review of our STEM opportunities provided to our Middle School unduplicated students this year:

A total of 127 students at our middle school, enrolled in our Science Technology Engineering and Math (STEM) program. 81 of those students are considered unduplicated under LCFF. 2 of these students are a SWD.

Grade A: Out of 45 students that received an "A" in the course, 29 were unduplicated students and 1 is a SWD.

Grade B: Out of 33 students that received an "B" in the course, 22 were unduplicated students and 1 is a SWD.

Grade C: Out of 29 students that received an "C" in the course, 20 were unduplicated students.

Most Effective Use of Funds: To address these academic needs, the district will continue to provide intervention programs and extended learning opportunities at each site to provide our unduplicated students with additional supports. English Learners will receive academic support through extended learning opportunities such as after school, Saturday tutoring and summer school opportunities. The I-Ready reading and math proficiency rates as well as CAASPP scores are expected to increase for our English Learners as a result of the use of intervention programs and extended learning opportunities. As a result of the COVID-19 pandemic, all student groups' reading and math proficiency rates have declined so this action will benefit all students who need intervention as well. In addition, the Board has expressed an interest in providing outdoor education and field trip opportunities at little to no charge for our students. In addition, we want to provide additional opportunities for outside the classroom learning for our unduplicated students in order to increase their engagement and attendance. Sites will be allocated additional funding from supplemental and concentration grants to provide these additional outdoor education opportunities and field trips to support the students in our community that may not otherwise be able have these experiences beyond the classroom.

Action 1.6 Staff to Student Ratios

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. We will continue to maintain lower than collectively bargained class sizes to ensure equitable services for unduplicated students. By having lower class sizes the teachers and aides can focus more on the individual needs of our English Learner, foster youth, and Socioeconomically Disadvantaged students. We will also continue with intervention, Title I, and EL instructional aides to assist English Learners, foster youth and Socioeconomically Disadvantaged students We see this as a need as in a review of our 21-22 CAASPP data, our Socio-Economically Disadvantaged (SED) students scored 51.3 points below the standard in ELA and were 85.6 points below the standard in math.

Most Effective Use of Funds: Smaller class sizes assist teachers to differentiate more effectively to meet the needs of individual students. Both early intervention and individualized instruction are essential strategies for meeting the needs of unduplicated students. This action is principally directed to and most effective in meeting the needs of unduplicated students.

Goal 1: Action 1, 2, 4 and 6 are being carried forward from the previous LCAP due to their effectiveness in increasing the proficiency of our English Learners, as 46.9% of our ELs are making progress towards English language proficiency.

Goal 1: Action 5 is being carried forward from the previous 2019-20 LCAP as the enrichment opportunities indicated in the action will help to decrease the chronic absentee rate and assist NUSD in meeting our annual targets in ELA, mathematics, college, career and world readiness for unduplicated student populations.

Action 2.2 Site Allocations

Reasoning: The School Plan for Student Achievement (SPSA) is an intentional plan that should utilize the most out of the resources available to the school with the ultimate goal of increasing student achievement. The SPSA development process is aligned with the Local Control and Accountability Plan. Therefore, it is an effective process to allow the local school site to analyze its own student achievement data in order to determine site-specific needs of their student populations. Each school site in our district is allotted LCFF supplemental dollars are allocated to each school site based upon the site's unduplicated student count. These SPSAs disseminate LCAP funds to provide support for English Learners and all unduplicated students based on student needs at their individual school sites. The school sites support the needs of English Learners and unduplicated students with site specific actions as well as intervention teachers, English Learner program supports, intervention programs, and extended learning opportunities to support student learning which also benefit all unduplicated and identified student groups. The sites expect to see increases in student learning for unduplicated students because of the intervention teachers, English Learner program supports, intervention programs, extended learning opportunities, and additional school site supports as determined by school site staff to increase student learning as demonstrated by our CAASPP results. The site's School Site Council create their SPSA to reflect the needs of their unduplicated students. District oversight ensures that the funds are use appropriately. We monitor this action by using a separate goal in our funding line to make sure the money is being used for increased and improved services.

Most Effective Use of Funds: This is the most effective use of funds because Nuview Union schools provide direct services to meet the unique needs of their unduplicated student populations through programs to support student achievement, intervention/acceleration opportunities, professional development, and efforts to increase educational partner engagement.

Action 2.3 Counseling and Mental Health Services

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. It is the mission of the district to support the whole child, including mental health. Research shows that students who receive social-emotional health supports achieve better academically. Classroom behavior, engagement, and students' sense of connectedness also improve. When the LCFF and LCAP process first began to focus on increased and improved services, one of our first actions was to make sure we had full time counselors at each of our schools. As reported by our 9th graders and 11th graders surveyed this year (CHKS), 23% reported experiencing emotional distress. 27% of our sixth graders surveyed reported feeling sad most or all of the time. Through this LCAP process, we will maintain our increased counseling services for unduplicated students at all schools. By increasing our mental health supports, we are hopeful that we will decrease the amount of our students feeling socio-emotional distress.

Most Effective Use of Funds: The district's 2022 chronic absentee data demonstrates the need to support the mental health needs of our unduplicated students due to the chronic absentee rate of 47.3%. Our Homeless Youth are 53.1% chronically absent. The district's overall chronic absentee rate is 45.7%. To address these needs, the district will continue to provide mental health and social emotional well-being

supports as well as multi-tiered systems of support (MTSS) to meet our unduplicated student's needs. This intentional support for our unduplicated students through mental health and social emotional supports will decrease our chronic absentee rates and increase student achievement and wellbeing. We also plan to see a reduction in the need for mental health services for our students as measured by future CHKS responses from our students. Because of the need for increased social emotional and mental health supports for our unduplicated students, we have determined these actions represent the most effective use of the funds.

Action 2.4 Home to School Transportation

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. Analysis of our transportation services show that students do not have safe community walking pathways to our schools to best meet student needs. It is our goal to continue with free home to school transportation services and give first priority to our socioeconomically disadvantaged students. This will also help to reduce the chronic absentee rate, which is currently at an average of 45.7% for all students and 47.3% for our socioeconomically disadvantaged students. In addition, chronic absenteeism is an area of identified need with a "very high" indicator for many of our unduplicated student groups.

Most Effective Use of Funds: Feedback from recent educational partner surveys showed the need to increase transportation boundaries in order to provide at risk students with transportation to school and increase student safety. Students within the walking boundaries will be afforded transportation in areas of high volume traffic and other areas deemed to be outside of the safety zone for students.

Action 2.5 Increased Health Services

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. It is the mission of our district to support the whole child, including physical health. Our health experts assist students and families with in school needs as well as help families seek outside services. Our Nurse works with outside agencies to provide in district services for medical and dental. We plan to maintain expanded coverage in the health office so students and families will have access to a health expert. For the 2022-2023 school year, the District wide (all students) chronic absentee rate which is currently at an average of 45.7% for all students and 47.3% for our socioeconomically disadvantaged students. Just to note, statewide the chronic absentee rates have increased dramatically across the state due to the pandemic. As a reminder, chronic absentee means being absent for any reason, including excused absences. By having our Nurse and health techs available for families, we are hopeful that we can decrease our current chronic absentee rate by providing access to remove the barriers to school attendance for our unduplicated students.

Most Effective Use of Funds: We conclude that increasing health services for our unduplicated students is the most effective use of funds because these students are in need of health experts who can assist students and families with in school needs as well as help families seek outside services.

Action 2.6 Increased Parent and School Connectedness

Reasoning: We see the need to increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events. We also increased the Community Liaison support duties (20%) to our health clerks so that they

could provide additional support to our Spanish speaking parents. We worked with our families of unduplicated students to provide additional access and various means of communication through platforms such as Aeries Communication/Portals, Google Classroom, and Edlio.

Most Effective Use of Funds: We believe these strategies will be effective in addressing the need for an increase in parent and school connectedness. In addition, we have chosen to carry these actions forward as participation of families in meetings and parent engagement have increased with the increase in the Community Liaison support duties and by us providing additional access and various means of communication through the various platforms. Lastly, the recommendation to support these actions to increase parent and school connectedness came from our English learner families during our DELAC meetings this year.

Action 2.8 School and Classroom Environment

Reasoning: This is a returning action from the prior LCAP that the district and our educational partners have identified through discussions and analysis to continue in order to support the goal. Data has shown that we had an increase in transfers out to a brand new neighboring elementary school. Action was determined through educational partner engagement feedback that school climate and facilities needed to be addressed. A modernized school and classroom environment will help close the achievement gap and provide a safe school environment for unduplicated students equal to higher income, neighboring school districts. According to the Quality Schooling Framework and CDE website, the physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive.

Most Effective Use of Funds: For this action, Supplemental/Concentration funds will be used for the proportional share of deferred and routine maintenance in order to maintain a school environment that will support the education of our unduplicated students. Additionally, chronic absenteeism is an area of identified need for us. The district's 2022 chronic absentee data demonstrates the need to support an updated classroom environment for our unduplicated students due to the chronic absentee rate of 47.3%. Our Homeless Youth are 53.1% chronically absent. Therefore, we feel it is most effective to provide supportive learning environments and opportunities so that our neediest students want to come to school each and every day.

Goal 2: Actions 2-6 and 2.8 are being carried forward from the previous 2019-20 LCAP as we want to see an increase in student/parent school connectedness and these actions will continue to assist NUSD in meeting its annual targets in ELA, mathematics, college, career and world readiness for unduplicated student populations. As indicated by our 2023 LCAP educational partner feedback survey, 81% of respondents indicated that parents feel welcomed at the school sites (increase of 5.3% from baseline) and 54.1% of respondents indicated that the school provides workshops on educational priorities for parents (increase of 2.39% from baseline). In addition, our health clerks were very active as community liaisons to help increase communication with parents and families.

Action 3.1: Maintain 1:1 Student to Device Ratio

Action 3.2: Technology Personnel

Action 3.3: Instructional Tools and Applications

Reasoning: In an effort to support unduplicated students in digital literacy, we will maintain a 1:1 device ratio. We ensured to include the purchase of 1:1 Chromebooks, MiFi hot spots and additional wireless access points on our campuses. The technology personnel also assisted limited income students and families with connectivity at home to ensure that they remain connected to our school programs. Finally, they provided training on Google platforms for our students that need extra support. Goals/Standards will be created in collaboration with our Educational Services and Instructional Technology departments for each grade level that encourages the students to be producers instead of consumers of technology. Information on the availability of wireless hotspots to be shared with parents/guardians so that students can access their Google classroom at home when absent. We conclude that these actions will support the technology needs of our unduplicated students and therefore justifies that these actions are the most effective use of funds.

Most Effective Use of Funds: We believe that providing increased, technology access will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep our unduplicated students engaged. In addition, we know that access to technology and connectivity can be a barrier for many of our unduplicated students.

Goal 3: Action 1, 2, and 3 are in place in order to increase the digital literacy access to our unduplicated students. We are hoping to see an increase in their academic achievement in the upcoming year. The 2019 Dashboard data showed that 45.4% of our ELs are making progress towards English language proficiency. In 2022, 46.9% of our English Learners were making progress which is an increase of 1.5% from the 2019 year. In addition, we have chosen to carry these actions forward as participation of families in meetings and parent engagement have increased as a result of technology based tools. According to our 2022 CAASPP data, our Socio-Economically Disadvantaged (SED) students scored 51.3 points below the standard in ELA and were 85.6 points below the standard in math. Our Students with Disabilities (SWD) students scored 112 points below the standard in ELA and were 96.5 points below the standard in math. Our Homeless students scored 72.4 points below the standard in ELA and were 135.1 points below the standard in math. We are hoping to see an increase in the use of our wireless hotspots so our unduplicated students can access their Google classrooms at home when they are absent.

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

The Nuvieu Union School District's unduplicated student count represent 84.3% of students in our district which provides for a Minimum Proportionality Percentage (MPP) funding amount of approximately \$5,395,218 in supplemental/concentration grant revenue for 2023-24 with \$660,409 of that as the concentration grant add. This equates to a MPP rate of the total base of 35.91% for the 2023-24 school year. This funding supports services and programs for English Learners, Low Income students and Foster Youth. Nuvieu's LCAP goals of academic achievement, safe and supportive environments, and digital literacy directly align to the eight state priority areas of Student Achievement, School Climate, Implementation of Common Core Standards, Basic Services, Course Access, Student Engagement, Parental Involvement and other Student Outcomes. The Nuvieu Union School District will use supplemental/concentration funds to target the needs of

unduplicated students in a district-wide manner. Actions and services implemented in a district-wide manner are determined to be the most effective or efficient implementation model through research, data, or educational partner input. The increased or improved services are listed by Goal below:

Goal 1: Increase academic proficiency on grade level standards

Provide professional development in district wide instructional initiatives such as Direct Interactive Instruction, Universal Design for Learning, and other identified best instructional practices

Provide supplemental materials and programs to support the academic program of all students

Provide additional intervention and supports to students during the school day

Continue to provide the 12 additional minutes of instruction to increase service to our students

Provide enrichment opportunities to ensure a well-rounded education for our students

Staff to student ratios-Maintain lower than collectively bargained class sizes, increase instructional aide staffing where needed

Create extended school day and school year opportunities for underachieving students, foster youth, low-income pupils, and English Learners

Provide additional support in closing the achievement gap to our unduplicated students

Goal 2: Ensure equal access to a safe, supportive and nurturing environment that promotes equity, engagement, and school connectedness

Increased counseling and mental health services for unduplicated students at all schools

Provide and monitor site allocations to support increased services for unduplicated students

Free home-to-school transportation with expanded routes to ensure increased attendance

Increase access to health services for students by expanding staff coverage in the health office so students and families will have access to a health expert

Increase the amount of opportunities that parents of unduplicated students and community members can participate in district and school events

Improve the school climate and facilities by providing a modernized school and classroom environment

Goal 3: Develop 21st Century skills and digital literacy to provide all students a platform for success in a digital world

Maintain a 1:1 student-to-device ratio

Replace damaged or outdated devices on an as needed basis

Support the connectivity of these devices at school and at home

Continue to monitor personnel and adjust as needed to support CCSS implementation, expanded device usage, and connectivity

Implement new instructional tools and applications to support teachers in 1:1 device initiative

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

Additional concentration grant add on funding is being used to supplement actions 1.6, 1.8, and 2.8. In action 1.6, we used the concentration grant add-on to retain three additional teacher positions that were hired for lowering class size ratios beyond the bargaining unit contract class sizes. In action 1.8, we hired two assistant principal positions and used the concentration grant add-on funding for approximately 50% of the salaries. The intent of these positions is to monitor our unduplicated students with individual learning plans and provide assistance into programs and interventions. These positions plan and administer our after school and extended learning programs for unduplicated students. In action 2.8, we hired 2.75 additional custodial positions to provide direct service to students by ensuring that our campuses remain clean and safe. These custodians provide The Governor specifically called out for the addition of custodial staff when forming the concentration grant add-on funding. The ratio for certificated staff listed below includes temporary teachers that were added due to the additional state and federal funds provided this year.

| 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 | | 1:19.58 |
| Staff-to-student ratio of certificated staff providing direct services to students | | 1:18.75 |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|---------------|----------------|-----------------|---------------------|
| Totals | \$5,813,080.00 | \$2,872,734.00 | | \$980,115.00 | \$9,665,929.00 | \$5,540,747.00 | \$4,125,182.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1.1 | Professional Development on District Wide Instructional Initiatives | English Learners Foster Youth Low Income | \$103,315.00 | | | \$43,310.00 | \$146,625.00 |
| 1 | 1.2 | Supplemental Instructional Programs and Materials | English Learners Foster Youth Low Income | \$112,550.00 | \$65,400.00 | | \$28,722.00 | \$206,672.00 |
| 1 | 1.3 | Additional Supports for Interventions | English Learners Foster Youth Low Income | \$639,160.00 | | | \$411,894.00 | \$1,051,054.00 |
| 1 | 1.4 | Additional Instructional Minutes | English Learners Foster Youth Low Income | \$222,675.00 | | | | \$222,675.00 |
| 1 | 1.5 | Enrichment Opportunities | English Learners Foster Youth Low Income | \$303,398.00 | | | | \$303,398.00 |
| 1 | 1.6 | Staff to Student Ratios | English Learners Foster Youth Low Income | \$1,160,785.00 | | | \$96,066.00 | \$1,256,851.00 |
| 1 | 1.7 | Increase Achievement of Unduplicated Students with Disabilities | English Learners Foster Youth Low Income | \$658,000.00 | | | | \$658,000.00 |
| 1 | 1.8 | Extended Learning Opportunities | English Learners Foster Youth Low Income | \$243,337.00 | \$2,669,484.00 | | | \$2,912,821.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|----------------|
| 2 | 2.1 | Professional Development for Behavioral Support | All | | \$137,850.00 | | | \$137,850.00 |
| 2 | 2.2 | Site Allocations | English Learners Foster Youth Low Income | \$181,256.00 | | | | \$181,256.00 |
| 2 | 2.3 | Counseling and Mental Health Services | English Learners Foster Youth Low Income | \$501,098.00 | | | | \$501,098.00 |
| 2 | 2.4 | Home to School Transportation | English Learners Foster Youth Low Income | \$432,250.00 | | | | \$432,250.00 |
| 2 | 2.5 | Increased Health Services | English Learners Foster Youth Low Income | \$77,242.00 | | | | \$77,242.00 |
| 2 | 2.6 | Increased Parent and School Connectedness | English Learners Foster Youth Low Income | \$30,502.00 | | | | \$30,502.00 |
| 2 | 2.7 | Communication, Safety, and Security | All | \$114,891.00 | | | | \$114,891.00 |
| 2 | 2.8 | School and Classroom Environment | English Learners Foster Youth Low Income | \$728,388.00 | | | \$400,123.00 | \$1,128,511.00 |
| 3 | 3.1 | 1:1 Student to Device Ratio | English Learners Foster Youth Low Income | \$61,500.00 | | | | \$61,500.00 |
| 3 | 3.2 | Technology Personnel | English Learners Foster Youth Low Income | \$214,333.00 | | | | \$214,333.00 |
| 3 | 3.3 | Instructional Tools and Applications | English Learners Foster Youth Low Income | \$28,400.00 | | | | \$28,400.00 |

2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$15,026,367 | \$5,395,218 | 35.91% | 0.00% | 35.91% | \$5,698,189.00 | 0.00% | 37.92 % | Total: | \$5,698,189.00 |
| | | | | | | | | LEA-wide Total: | \$5,698,189.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.1 | Professional Development on District Wide Instructional Initiatives | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$103,315.00 | |
| 1 | 1.2 | Supplemental Instructional Programs and Materials | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$112,550.00 | |
| 1 | 1.3 | Additional Supports for Interventions | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$639,160.00 | |
| 1 | 1.4 | Additional Instructional Minutes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$222,675.00 | |
| 1 | 1.5 | Enrichment Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$303,398.00 | |
| 1 | 1.6 | Staff to Student Ratios | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,160,785.00 | |

| 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 | Increase Achievement of Unduplicated Students with Disabilities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$658,000.00 | |
| 1 | 1.8 | Extended Learning Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$243,337.00 | |
| 2 | 2.2 | Site Allocations | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$181,256.00 | |
| 2 | 2.3 | Counseling and Mental Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$501,098.00 | |
| 2 | 2.4 | Home to School Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$432,250.00 | |
| 2 | 2.5 | Increased Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$77,242.00 | |
| 2 | 2.6 | Increased Parent and School Connectedness | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$30,502.00 | |
| 2 | 2.8 | School and Classroom Environment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$728,388.00 | |
| 3 | 3.1 | 1:1 Student to Device Ratio | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$61,500.00 | |
| 3 | 3.2 | Technology Personnel | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$214,333.00 | |
| 3 | 3.3 | Instructional Tools and Applications | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$28,400.00 | |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$6,701,732.00 | \$6,964,295.00 |

| 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 | Professional Development on District Wide Instructional Initiatives | Yes | \$159,330.00 | \$175,593 |
| 1 | 1.2 | Supplemental Instructional Programs and Materials | Yes | \$242,835.00 | \$199,675 |
| 1 | 1.3 | Additional Supports for Interventions | Yes | \$847,832.00 | \$865,214 |
| 1 | 1.4 | Additional Instructional Minutes | Yes | \$214,000.00 | \$208,322 |
| 1 | 1.5 | Enrichment Opportunities | Yes | \$283,843.00 | \$277,103 |
| 1 | 1.6 | Staff to Student Ratios | Yes | \$985,929.00 | \$1,101,134 |
| 1 | 1.7 | Increase Achievement of Unduplicated Students with Disabilities | Yes | \$503,200.00 | \$497,000 |
| 1 | 1.8 | Extended Learning Opportunities | Yes | \$622,825.00 | \$716,668 |
| 2 | 2.1 | Professional Development for Behavioral Support | No | \$119,059.00 | \$137,767 |
| 2 | 2.2 | Site Allocations | Yes | \$145,200.00 | \$145,200 |

| 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 | 2.3 | Counseling and Mental Health Services | Yes | \$445,124.00 | \$492,490 |
| 2 | 2.4 | Home to School Transportation | Yes | \$631,359.00 | \$894,409 |
| 2 | 2.5 | Increased Health Services | Yes | \$87,039.00 | \$98,869 |
| 2 | 2.6 | Increased Parent and School Connectedness | Yes | \$40,206.00 | \$47,655 |
| 2 | 2.7 | Communication, Safety, and Security | No | \$138,026.00 | \$109,532 |
| 2 | 2.8 | School and Classroom Environment | Yes | \$885,227.00 | \$551,309 |
| 3 | 3.1 | 1:1 Student to Device Ratio | Yes | \$169,729.00 | \$244,757 |
| 3 | 3.2 | Technology Personnel | Yes | \$145,669.00 | \$154,066 |
| 3 | 3.3 | Instructional Tools and Applications | Yes | \$35,300.00 | \$47,532 |

2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$5,092,096 | \$4,927,623.00 | \$5,412,040.00 | (\$484,417.00) | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | Professional Development on District Wide Instructional Initiatives | Yes | \$104,726.00 | \$49,828 | | |
| 1 | 1.2 | Supplemental Instructional Programs and Materials | Yes | \$102,500.00 | \$85,357 | | |
| 1 | 1.3 | Additional Supports for Interventions | Yes | \$626,588.00 | \$629,987 | | |
| 1 | 1.4 | Additional Instructional Minutes | Yes | \$214,000.00 | \$208,322 | | |
| 1 | 1.5 | Enrichment Opportunities | Yes | \$283,843.00 | \$277,103 | | |
| 1 | 1.6 | Staff to Student Ratios | Yes | \$910,269.00 | \$1,052,610 | | |
| 1 | 1.7 | Increase Achievement of Unduplicated Students with Disabilities | Yes | \$503,200.00 | \$497,000 | | |
| 1 | 1.8 | Extended Learning Opportunities | Yes | \$164,873.00 | \$162,423 | | |
| 2 | 2.2 | Site Allocations | Yes | \$145,200.00 | \$145,200 | | |
| 2 | 2.3 | Counseling and Mental Health Services | Yes | \$445,124.00 | \$492,490 | | |
| 2 | 2.4 | Home to School Transportation | Yes | \$631,359.00 | \$894,409 | | |

| 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 | 2.5 | Increased Health Services | Yes | \$87,039.00 | \$98,869 | | |
| 2 | 2.6 | Increased Parent and School Connectedness | Yes | \$40,206.00 | \$47,655 | | |
| 2 | 2.8 | School and Classroom Environment | Yes | \$485,227.00 | \$551,309 | | |
| 3 | 3.1 | 1:1 Student to Device Ratio | Yes | \$2,500.00 | \$17,880 | | |
| 3 | 3.2 | Technology Personnel | Yes | \$145,669.00 | \$154,066 | | |
| 3 | 3.3 | Instructional Tools and Applications | Yes | \$35,300.00 | \$47,532 | | |

2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$14,266,571 | \$5,092,096 | 0.98% | 36.67% | \$5,412,040.00 | 0.00% | 37.94% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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