

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT

CDS Code: 63388

School Year: 2023-24

LEA contact information:

Dr. Alan Gonzalez

Superintendent/Principal

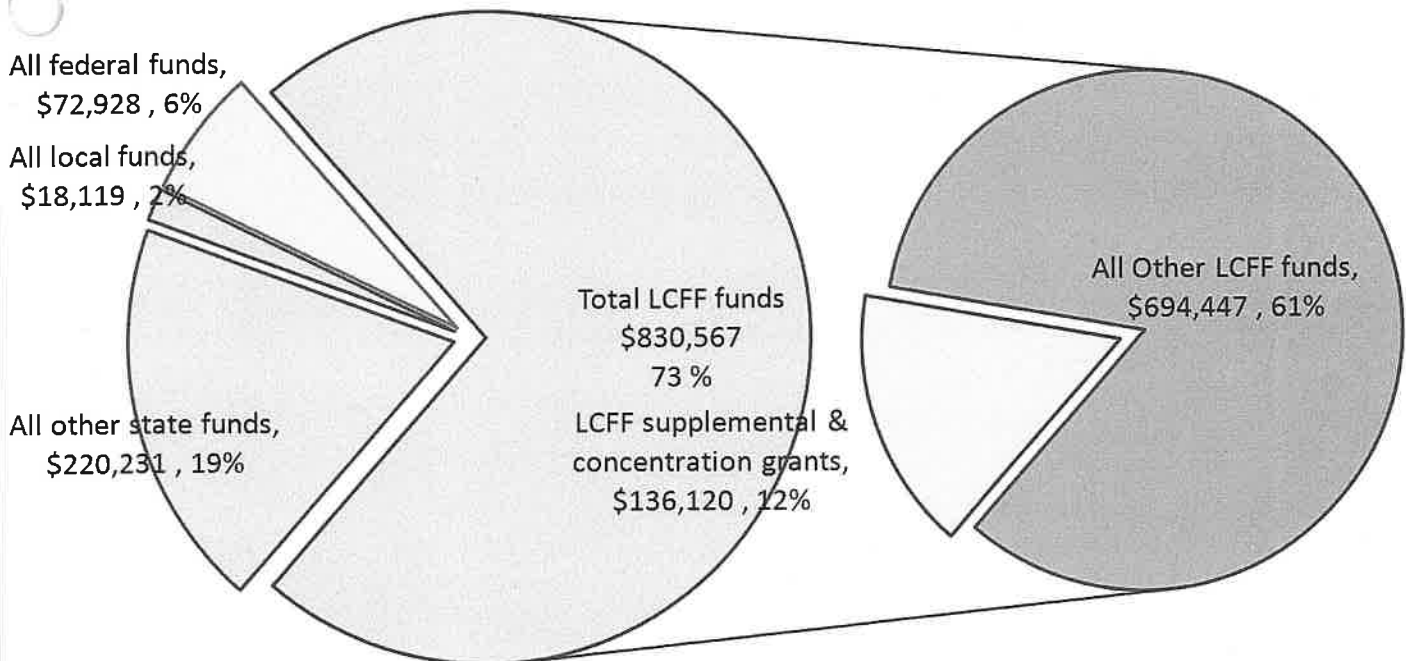
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6618672301

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

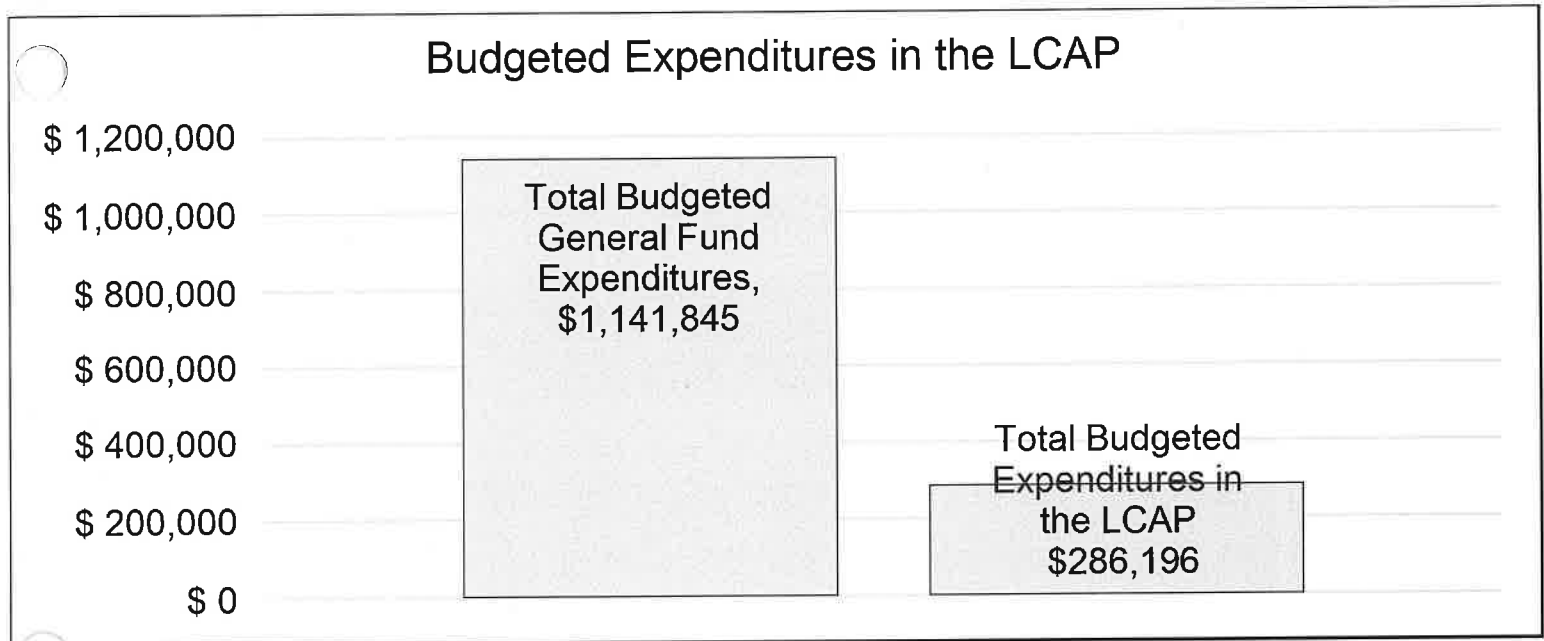


This chart shows the total general purpose revenue CALIENTE UNION ELEMENTARY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is \$1,141,845, of which \$830,567 is Local Control Funding Formula (LCFF), \$220,231 is other state funds, \$18,119 is local funds, and \$72,928 is federal funds. Of the \$830,567 in LCFF funds, \$136,120 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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 CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$1,141,845 for the 2023-24 school year. Of that amount, \$286,196 is tied to actions/services in the LCAP and \$855,649 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

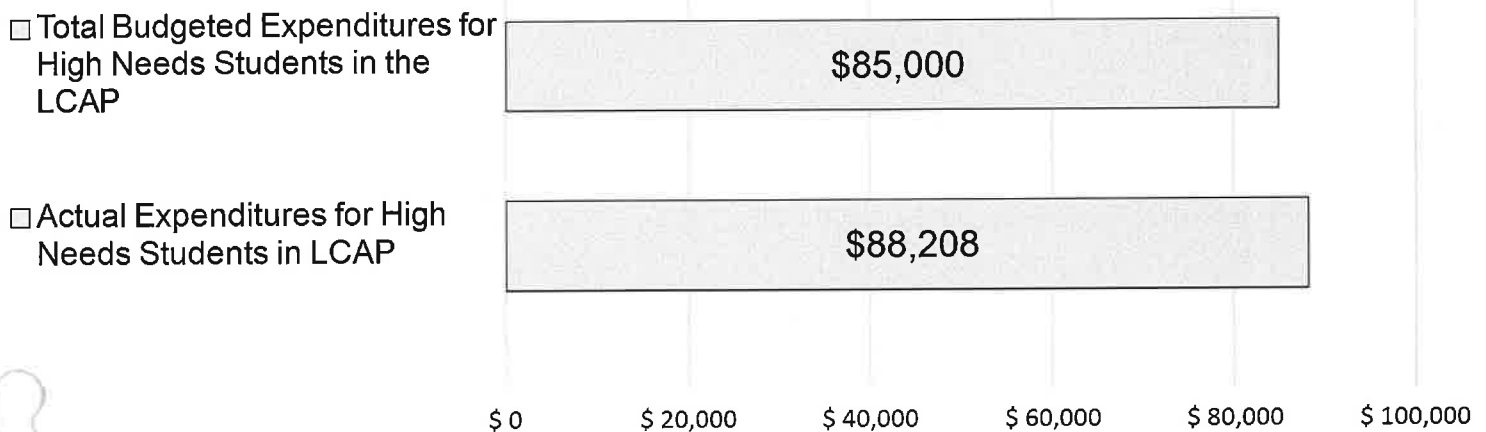
### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is projecting it will receive \$136,120 based on the enrollment of foster youth, English learner, and low-income students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$162,374 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

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

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



This chart compares what CALIENTE UNION ELEMENTARY SCHOOL DISTRICT budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CALIENTE UNION ELEMENTARY SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT's LCAP budgeted \$85,000 for planned actions to increase or improve services for high needs students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT actually spent \$88,208 for actions to increase or improve services for high needs students in 2022-23.

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
CALIENTE UNION ELEMENTARY SCHOOL DISTRICT	Dr. Alan Gonzalez Superintendent/Principal	agonzalez@calienteschooldistrict.org 6618672301

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	1	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.



Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**Implementation of State Academic Standards (LCFF Priority 2)**

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards	1				
History-Social Science	1				





2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards	1				
History-Social Science	1				

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)		2			
Mathematics – Common Core State Standards for Mathematics		2			
Next Generation Science Standards	1				
History-Social Science	1				

## Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

- ☐ Rating Scale (lowest to highest) -
- ☐ 1 - Exploration and Research Phase
  - ☐ 2 - Beginning Development
  - ☐ 3 - Initial Implementation
  - ☐ 4 - Full Implementation
  - ☐ 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards	1				
Physical Education Model Content Standards	1				
Visual and Performing Arts	1				
World Language	1				

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- ☐ Rating Scale (lowest to highest) -
- ☐ 1 - Exploration and Research Phase
  - ☐ 2 - Beginning Development
  - ☐ 3 - Initial Implementation
  - ☐ 4 - Full Implementation
  - ☐ 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

## Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.		2			
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	1				
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.		2			

#### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The LEA has great rapport with its educational partners and is transparent about all things occurring at the school site. There are monthly board meetings that educational partners, families, school staff, and students can attend to gather information about the school district such as: goals, curriculum planning, water project, hardship funding, and yearly planning are a few out of the array of things that are discussed on a monthly basis. The superintendent has an open door policy that allows school staff and families the opportunity to have an open dialogue between one another.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA will allow for more opportunities to meet with the superintendent to gather input and local data. This can be done by allowing more time to meet with the superintendent, weekly meetings with educational partners, additional conferences throughout the quarters, and events organized around building relationships with educational partners.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

CUSD schedules events that create a pathway to connect with families. For example, back-to-school night and parent-teacher conferences help engage all families; when families face certain communication barriers the district makes it a priority to work with the families to help them overcome these challenges. In addition, CUSD facilitates home visits and CUSD makes alternative meeting arrangements and provides accommodations as needed. An area

of improvement is parental decision-making. It is crucial that all CUSD families, including those underrepresented, play a role in school-wide decision making.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

CUSD values meaningful relationships with families. CUSD offers parents the opportunity to join PTC and/or SSC. CUSD celebrates the long standing traditions that bring our families and community members together throughout the school year. The CUSD faculty connects and builds relationships by seeking to understand the hopes and dreams our families have for their own children. These priorities help us create resources that help teachers reach each student academically and behaviorally/socially. A focus area for improvement for CUSD is to educate all families on the academic standards/rigor required by the end of each school year for their children. Building our parents' toolkit and capacity as it relates to the achievement of their children will help facilitate greater academic support outside of school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The LEA provides opportunities throughout the school year for teachers and parents to meet to discuss student outcomes. There is also a beginning of the year "meet your teacher" opportunity where parents get the chance to be student and see what their student will be learning for the next school year. This builds rapport between the teachers, parents, students, and educational partners. An area of focus will be providing educational partners with skills needed to determine if their student is understanding major and minor concepts in their grade level to determine appropriateness of standards being met or not met.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will make it a priority to include underrepresented families for student outcomes. If there are barriers that they face then the district will collaborate as a group to meet the demands to provide a better relationship to families being underrepresented. This could include transportation, multiple home visits, extra phone calls, and flyers being sent home on a continuous basis.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		2			

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA distributes surveys to all educational partners regarding input for decision-making. The school district also provides educational partners the opportunities to provide input during PTC meetings, which are held on a monthly basis. At the beginning of the school year educational partners are given the opportunity to give input on school decisions by meeting with the Superintendent.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

CUSD does a great job in keeping parents informed and up-to-date with decisions. The governing board is comprised of community members and families. As a result, key decisions take into consideration the needs and voices of the broader community. As a next step, advisory groups that represent all family groups will meet with the school's leadership team to provide two-way feedback prior to decisions being made, and prior to policies presented to the governing board.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

LEA will seek advice and improve engagement strategies from underrepresented families by reaching out directly to those families via email, phone calls, surveys, and home-visits.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

There was a leadership transition during the 19-20 school year, but it did not affect overall progress and overall climate among faculty, parents, and students. Furthermore, school climate will continue to be a primary focus. Surveys were sent home and offered during school-wide events regarding feeling safe and connected to the school with 100% feedback. While it is important students feel connected with the school there is more work in this priority to be accomplished. The first adjustment will be to ensure common alignment with the district's vision, mission, and core values. This alignment will anchor everyone on a shared vision of college and/or career readiness. Moreover, the superintendent/principal along with school staff will attend training focused on creating positive behavior supports and establishing a climate of excellence. The plan will be to create and implement a culture plan with strategies adopted from the training will be necessary in order to increase awareness throughout the school year while seeking student feedback throughout the process.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As an LEA, we have identified and adopted two goals which all lead to students accessing a broad course of study. The goals are as follows: (1) All graduates will successfully complete the required courses to allow access to all secondary options; (2) ensure all graduates are competent in reading and math

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)



All students have access to and are enrolled in a broad course of study. There are no differences as this is a single school district. Each and every student regardless of classification have access and are enrolled in the same broad course of study.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Our LEA and the barriers we face is technology for our students. There are times when our systems fail, so students may not have access at the same time compared to others, but these issues are usually resolved in a timely manner. Other is having an abundance of resources if a laptop breaks, fails, or is not working properly. The LEA has to order multiple laptops throughout the school year.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. CUSD uses quarterly benchmarks aligned to the common core standards in order to track access and overall achievement from a broad course of study, which includes all core subject areas and enrichment. In addition, CUSD closely monitors achievement data related to the major student groups as well as cohort and grade level achievement results in order to evaluate and reflect on the achievement of all CUSD students.

2. CUSD is a single school district. 100% of students have access and are enrolled in a broad course of study aligned to the common core state standards.

3. CUSD is focused on equity and excellence. As a result, students who qualify for free and reduced lunch and who are underperforming compared to their peers face multiple barriers including academic support at home as well as enrichment opportunities beyond the school day. CUSD is looking to bridge resources to ensure all students are suitably supported.

4. All students have access to a broad course of study in TK-8. The district will focus on outcomes and continuous improvement strategies to ensure all students are benefiting from the resources and tools provided.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils,					

Coordinating Instruction	1	2	3	4	5
gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

# 2023-24 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	CALIENTE UNION ELEMENTARY SCHOOL DISTRICT
<b>CDS Code:</b>	63388
<b>LEA Contact Information:</b>	Name: Dr. Alan Gonzalez Position: Superintendent/Principal Email: agonzalez@calienteschooldistrict.org Phone: 6618672301
<b>Coming School Year:</b>	2023-24
<b>Current School Year:</b>	2022-23

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2023-24 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$830,567
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$136,120
<b>All Other State Funds</b>	\$220,231
<b>All Local Funds</b>	\$18,119
<b>All federal funds</b>	\$72,928
<b>Total Projected Revenue</b>	\$1,141,845

<b>Total Budgeted Expenditures for the 2023-24 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$1,141,845
<b>Total Budgeted Expenditures in the LCAP</b>	\$286,196
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$162,374
<b>Expenditures not in the LCAP</b>	\$855,649

<b>Expenditures for High Needs Students in the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$85,000
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$88,208

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2023-24 Difference in Projected Funds and Budgeted Expenditures</b>	\$26,254
<b>2022-23 Difference in Budgeted and Actual Expenditures</b>	\$3,208

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT

CDS Code: 63388

School Year: 2023-24

LEA contact information:

Dr. Alan Gonzalez

Superintendent/Principal

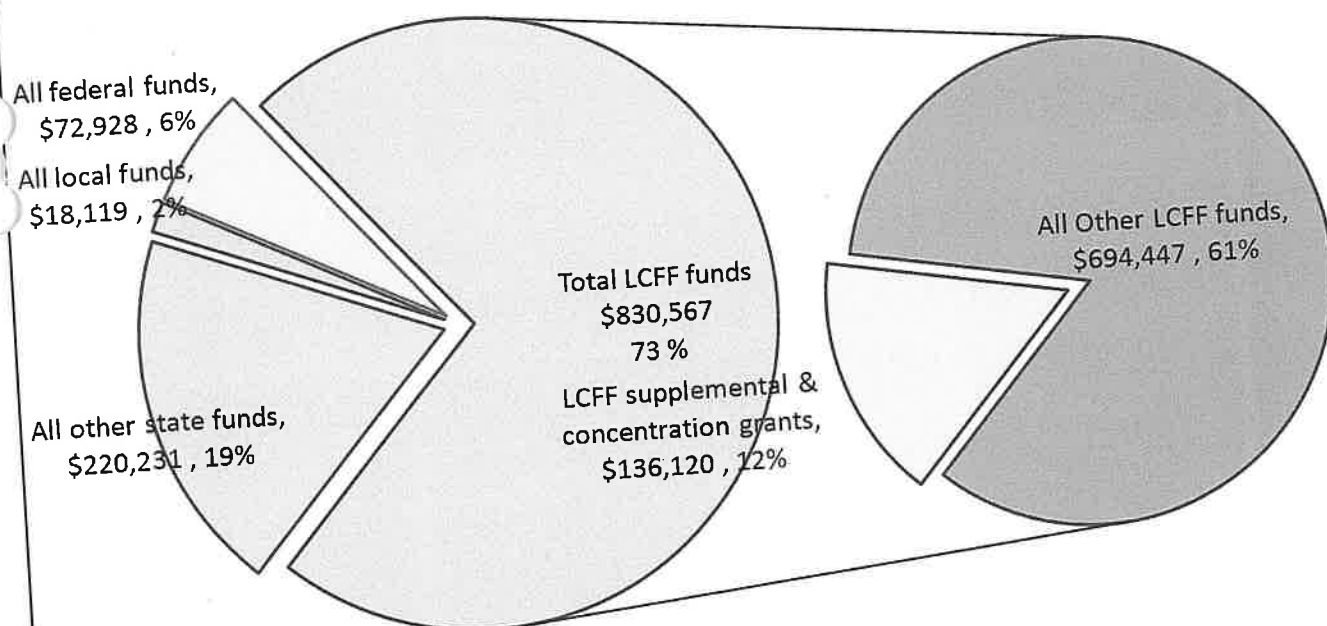
agonzalez@calienteschooldistrict.org

6618672301

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source



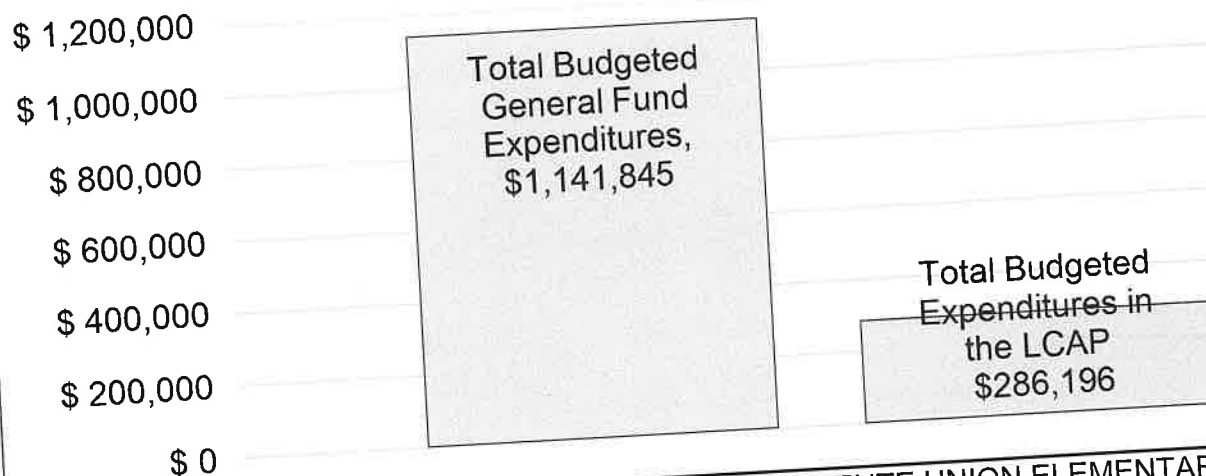
This chart shows the total general purpose revenue CALIENTE UNION ELEMENTARY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is \$1,141,845, of which \$830,567 is Local Control Funding Formula (LCFF), \$220,231 is other state funds, \$18,119 is local funds, and \$72,928 is federal funds. Of the \$830,567 in LCFF Funds, \$136,120 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$1,141,845 for the 2023-24 school year. Of that amount, \$286,196 is tied to actions/services in the LCAP and \$855,649 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

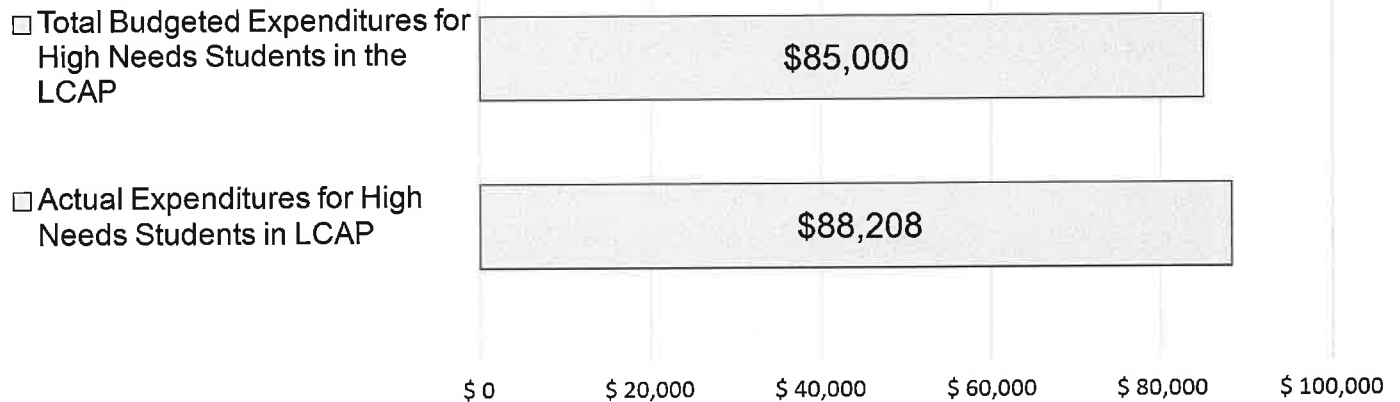
In 2023-24, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is projecting it will receive \$136,120 based on the enrollment of foster youth, English learner, and low-income students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend \$162,374 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

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

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



This chart compares what CALIENTE UNION ELEMENTARY SCHOOL DISTRICT budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CALIENTE UNION ELEMENTARY SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT's LCAP budgeted \$85,000 for planned actions to increase or improve services for high needs students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT actually spent \$88,208 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
CALIENTE UNION ELEMENTARY SCHOOL DISTRICT	Dr. Alan Gonzalez Superintendent/Principal	agonzalez@calienteschooldistrict.org 6618672301

## 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.

Caliente Union School District, Piute Mountain School, is a small isolated rural Transitional Kindergarten through 8th grade one school district. Caliente Union School District is located 50 miles east of Bakersfield, CA. The school district has two bus routes that cover 100 miles per day with one of the bus routes taking over an hour to get students to and from school. There are many barriers students must overcome in order to receive an education. For example, no internet, no wi-fi, relying on satellites, transportation issues, and limited to no cell phone service as well as no mental health or healthcare services in the immediate area. A majority of our students and families are considered socioeconomically disadvantaged (80.4%). The school district is categorized as "Necessary Small School" and has been flat-funded for roughly a decade. The surrounding community has limited resources but considers themselves hard-working families. The small community allows for a tight-knit family so everyone is familiar with one another and relies on one another when needed. There are four teachers who each teach multiple grade spans throughout the school year, support staff, and one administrator who carries multiple roles in order for the school to provide serviceability to its students. The present student population, as of June 2023, is 75 students.

### Reflections: Successes

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

In spite of our challenges, the district has experienced many exciting successes recently when it comes to teaching and learning! There has been a considerable decrease in students being suspended and/or expelled and our suspension rate has declined to 1.19% per KiDS. Parents, guardians, students, teachers, community members, and board members are excited about the direction that school district is headed. There are quarterly board meetings where those in attendance can see the local and state driven data regarding the progress being made throughout the school year by students. The LEA is proud to be able to secure funding to collaborate with Kern County Superintendent of Schools (KCSOS) and provide ongoing coaching and professional development for teachers, aides, and paraprofessionals. By doing so

The LEA has helped build momentum to increase the capacity of our staff members and provide students with a robust learning experience. With this, we expect the district will be showing growth as per our local diagnostic tools. The LEA has also assist in increasing Math scores. Students receiving Tier 2 interventions in ELA are showing growth. We feel that increasing ELA scores will also assist in increasing Math scores. A 21st century learning environment is needed where students have access to technology, infrastructure, and internet/wi-fi capabilities to resemble what students are offered in a 21st century learning environment. All the new upgrades have played a critical role in student achievement and has provided a classroom atmosphere that encourages student learning. The LEA in collaboration with KCSOS purchased a data system (Acadience) to track student progress so the team can identify learning gaps, growth, decline, and make the transitions necessary to increase student achievement. At this time we are noticing significant growth in ELA/literacy as evidenced by strong Acadience growth data. There has also been a shift in student attendance 88.59% of students are attending school on a daily basis per KiDS. This can be due to best practices in PBIS/MTSS to increase student engagement.

## Reflections: Identified Need

## Reflections: Identified Need

An area of improvement that the LEA is currently addressing is our chronic absenteeism which currently sits at 59%. Absenteeism rate was as reported by KIDS). The California School Dashboard for 2021-22 states that the district's overall Chronic Absenteeism rate was considered Very High at 59% for the 2021-2022 school year. Socioeconomically disadvantaged students contributed as the largest student group for Chronic Absenteeism. In an effort to address this issue, the district has hired a school social work intern to address chronic absenteeism utilizing a PBIS approach to get students more engaged with their education. In addition, the district will hire an engagement liaison specialist to positively address chronic absenteeism and will extend the PBIS approach when working with students who are chronically absent.

liaison specialist to positively address chronic absenteeism.

Furthermore, the district saw a decline in ELA and Math scores (ELA - 56.6 points below standard) and (Math - 94.9 points below standard) according to the 2022 CA Dashboard release. Our socioeconomically disadvantaged group of students were the lowest performing group for ELA. In addition, our second group of students who were 2nd lowest performing were our White students in ELA. A similar trend occurred for our socioeconomically disadvantaged group of students who performed the lowest for Math. Moreover, our White students were the 2nd lowest performing group in Math too.

our socioeconomically disadvantaged and lowest performing group in Math too.

In addressing students' academic performance, the LEA has again partnered with Kern County Superintendent of Schools starting in the 2021 school year and continues to receive support into this next school year to provide teachers with curriculum supports including but not limited to the identification key standards, pacing guide development and lesson planning, on site coaching and links to additional resources to build capacity of staff and to positively effect the learning of students in most need which are socioeconomically disadvantaged and White students (we currently serve no English language learners). Our goal is to build the capacity of our staff and to create positive outcomes for our students academically. Teachers in the district will be utilizing effective teaching strategies and will providing students with a variety of tools to increase their academic performance.

We face a lack of community resources that impact on their outcomes. Our families face

our students academically, we are looking at additional barriers that have an adverse impact on their outcomes. We face a lack of community resources tools to increase their academic performance. Our families face mental health facilities and professionals. Our families face

Calliente students are faced with additional barriers that including no local library, very limited healthcare facilities and we lack access