LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley Joint Union Elementary School District

CDS Code: 40-68791-6043186

School Year: 2021 – 22

LEA contact information: Wendy Nielsen

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

### Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source
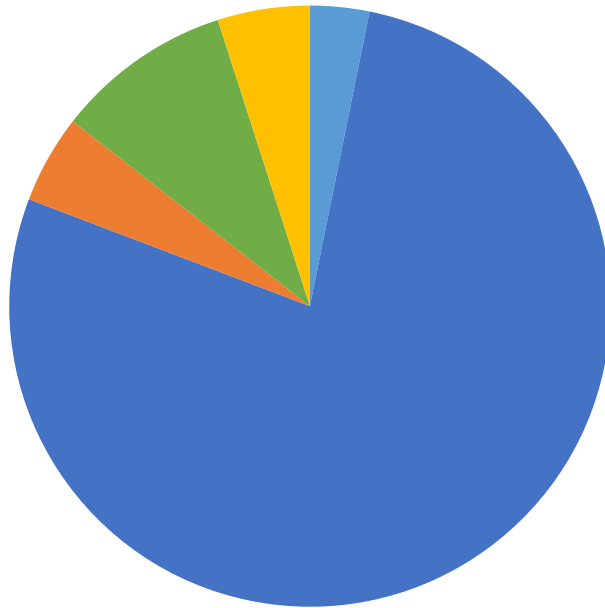
This chart shows the total general purpose revenue Pleasant Valley Joint Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Pleasant Valley Joint Union Elementary School District is $1,157,269.00, of which $906,031.00 is Local Control Funding Formula (LCFF), $53,330.00 is other state funds, $106,631.00 is local funds, and $55,581.00 is federal funds. Of the $906,031.00 in LCFF Funds, $35,696.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
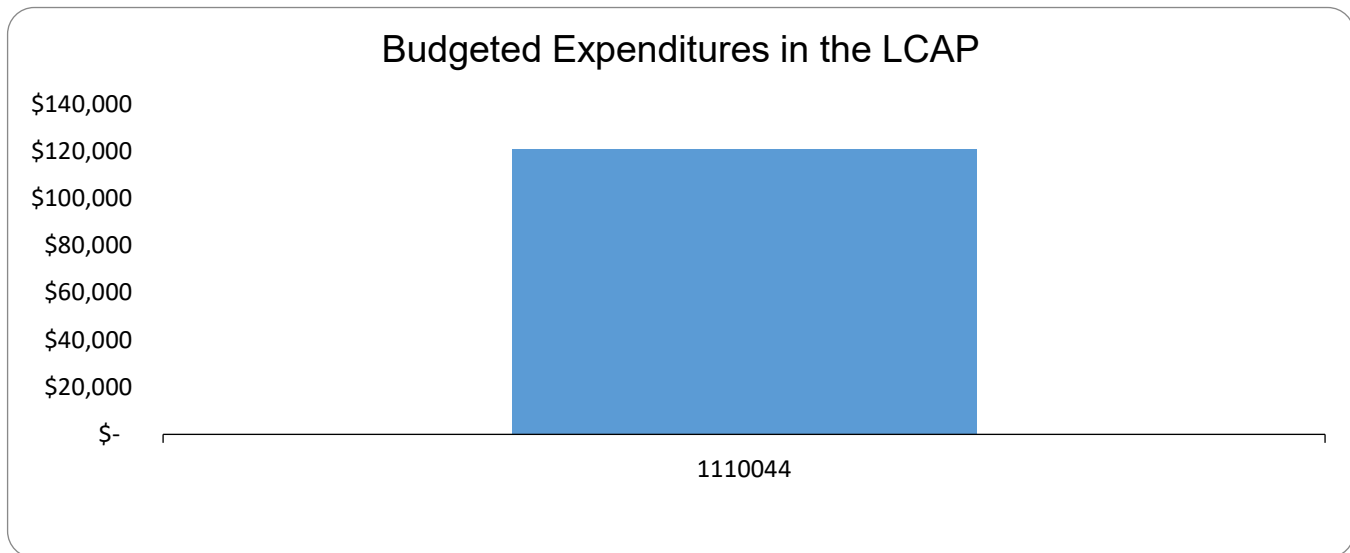
This chart provides a quick summary of how much Pleasant Valley Joint Union Elementary School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pleasant Valley Joint Union Elementary School District plans to spend $1,110,044.00 for the 2021 – 22 school year. Of that amount, $121,069.00 is tied to actions/services in the LCAP and $988,975.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures include all certificated and most of the classified salaries, benefs, books and supplies, services and capital outlay.

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

In 2021 – 22, Pleasant Valley Joint Union Elementary School District is projecting it will receive $35,696.00 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley Joint Union Elementary School District plans to spend $90,494.00 towards meeting this requirement, as described in the LCAP.

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

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

- $31,988

31988

$- $5,000 $10,000 $15,000 $20,000 $25,000
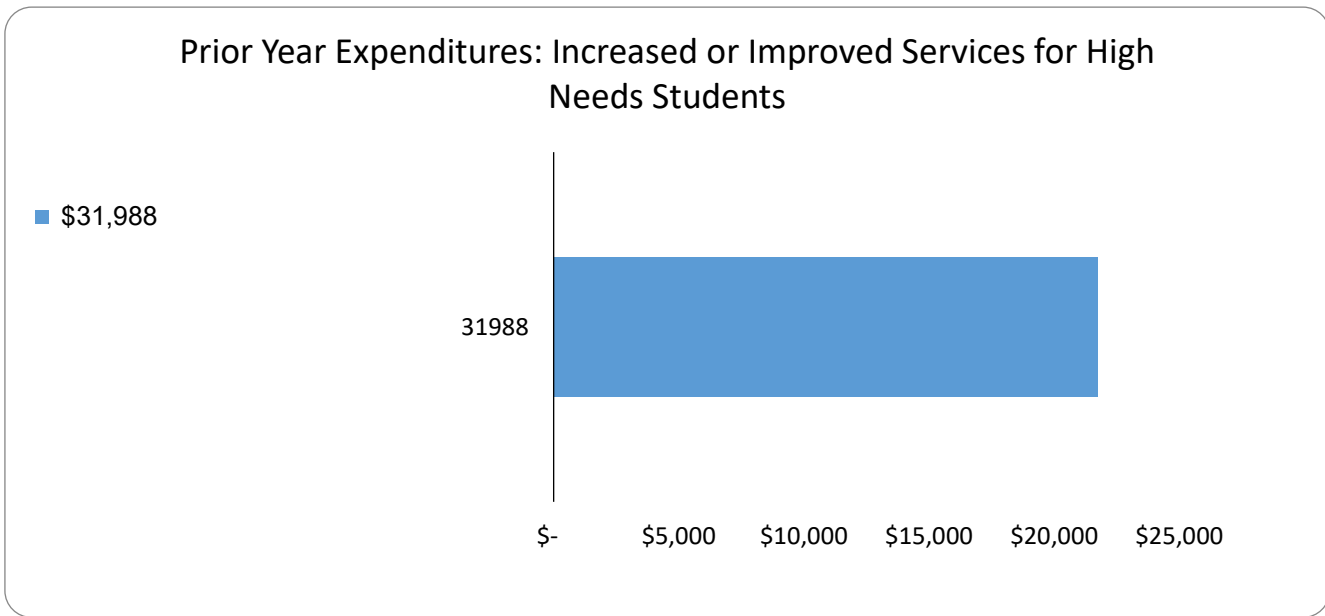
This chart compares what Pleasant Valley Joint Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Valley Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Pleasant Valley Joint Union Elementary School District's Learning Continuity Plan budgeted $21,750.00 for planned actions to increase or improve services for high needs students. Pleasant Valley Joint Union Elementary School District actually spent $31,988.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Pleasant Valley Joint Union Elementary District	Wendy Nielsen Superintendent/Principal	wnielsen@pleasant--valley--school.org (805) 467-3453

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

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Goal 1

Improve and support student learning to close achievement gaps and ensure all students move successfully to the next grade level.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator William's Uniform Complaints **19-20** No William's Uniform Complaint Reports **Baseline** No William's Uniform Complaint Reports	No William's Uniform Complaint Reports
Metric/Indicator Highly Qualified Teachers **19-20** 100% of the teachers are highly qualified **Baseline** 100% of the teachers are highly qualified	100% of the teachers are highly qualified
Metric/Indicator CAASPP English Language Arts Results **19-20** Overall school performance of 45% proficient and/or advanced **Baseline**	Overall school performance was 86.96% proficient or advanced in English language arts

Expected	Actual
Overall school performance of 45.8% proficient and/or advanced	
Metric/Indicator CAASPP Mathematics Results **19-20** Overall school performance of 30% proficient and/or advanced **Baseline** Overall school performance of 28.5% proficient and/or advanced	Overall school performance was 77.28% proficient or advanced in mathematics
Metric/Indicator English Language Learner Reclassification **19-20** 5% of the students move up at least one band on the CELDT assessment. 7% of the students reclassified **Baseline** 54.2% of the students move up at least one band on the CELDT assessment. 3% of the students reclassified	28.57% of the English language arts students moved up one band on the ELPAC. 25% of the ELD students were reclassified
Metric/Indicator CELDT **19-20** 50% of the students who were in the 5 years or more cohort assessed to be proficient	80% of the students who were in five years or more cohort were assessed to be proficient
Metric/Indicator STAR Reading Assessment **19-20** Overall's growth on the STAR reading assessment is 1.4 months of growth **Baseline** Overall grown on STAR reading assessment is %0.9 months of growth	Overall's growth on the STAR reading assessment is 1.2 months of growth
Metric/Indicator Implementation of State Standards	Full implementation and sustainability of all standards, with the exception of social studies standards as those standards are not

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Expected	Actual
19-20 Full implementation and sustainability of all standards, with the exception of social studies as those standards. Social studies will be at the implementation stage in 2020-2021. **Baseline** Currently, we are at the full implementation stage for English language arts, math, health, social studies, and physical education. We are at the implementation stage for the Next Generation Science Standards	fully implemented. The social studies standards will be at full implementation stage in the 2020-2021 school year.
Metric/Indicator Broad Course of Study **19-20** 100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands. **Baseline** 100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.	100% of the students had access to music, art, and drama in their regular classes. In addition, the afterschool enrichment class was available free to all students who wanted to attend this year for the first time.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain safe, clean school facilities in accordance with Williams Requirements Superintendent/Principal inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.	0 0000: Unrestricted General Fund $0	0000: Unrestricted General Fund $0
Purchase supplemental texts and consumables in alignment with California Common Core Standards. Acquire California Standards materials with an emphasis on math, physical education, social studies, and science	01-0000-0-4100-1110-1000-000-0000-0000 4000-4999: Books And Supplies General Fund $10,000	01-0000-0-4100-1110-1000-000-0000-0000 4000-4999: Books And Supplies General Fund $2,574.41

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to train staff, provide materials and implement California Common Core Standards, ELD standards, and Next Generation Science Standards. Conduct professional development opportunities with the County Office of Education TOSA's and neighboring school districts. Provide additional training is the use of technology in the classroom to ensure a smooth integration of the 1:1 Chromebooks in grades K through 8. Provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels.	01-0000-0-5810-1110-1000-000-0000-0000 5000-5999: Services And Other Operating Expenditures General Fund $2,500	01-0000-0-5810-1110-1000-000-0000-0000 5000-5999: Services And Other Operating Expenditures General Fund $500
In K-2 there will be aides assigned to each classroom (2 total). In 3-6, 2 aides will be shared among the classrooms.	01-0000-0-2100-1110-1000-991-0000-0000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $42,542	01-0000-0-2100-1110-1000-991-0000-0000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $32,982.67 01-0000-0-3202-1110-1000-991-0000-0000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $11,082.76
Teachers will continue with small group reading instruction to differentiate student learning. Continue to evaluate and revise when needed the current RTI model and intervention program during PLC time. In addition, substitute	01-7823-0-1160-1110-1000-000-0000-0000 1000-1999: Certificated Personnel Salaries MTSS SUMS	01-7823-0-4100-1110-1000-000-0000-0000 1000-1999: Certificated Personnel Salaries MTSS SUMS

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
teachers to cover for days that teachers go to professional development training will be employed. A substitute teacher will be brought in for one day for thirty weeks to allow the regular teacher to assess students one on one at least once every four to five weeks.	Grant, Low Performing Student Grant $2,000	Grant, Low Performing Student Grant $1,002.78
Provide after-school homework and tutoring help by a certificated teacher for all students in grades 2 through 6.	01-5810-0-1100-1100-1000-053-0000-0000 1000-1999: Certificated Personnel Salaries REAP $3,200	01-5810-0-3101-1110-1000-000-0000-0000 3000-3999: Employee Benefits REAP $1,200 01-5810-0-3311-1110-1000-053-0000-0000 3000-3999: Employee Benefits REAP $101 01-5810-0-3501-1110-1000-0000-0000- 3000-3999: Employee Benefits REAP $3.51 01-5810-0-3601-1110-1000-0000-0000 3000-3999: Employee Benefits REAP $135.65 01-5810-0-1130-1110-053-1000-0000-0000 1000-1999: Certificated Personnel Salaries REAP $710.00 01-5810-0-1150-1110-1110-1000-053-0000-0000 1000-1999: Certificated Personnel Salaries REAP $3,447.50 01-5810-0-1930-1110-3900-0000-0000 1000-1999: Certificated

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Personnel Salaries REAP $1,480.00
Provide bilingual aide to support students to acquire English language development. Provide integrated and designated ELD strategies to teachers during staff development days by San Luis Obispo County Office of Education ELD specialist	01-4203-0-2100-4760-1000-000-0000-0000 2000-2999: Classified Personnel Salaries Title III $2,468	01-3010-0-2100-4760-1000-000-0000-0000 2000-2999: Classified Personnel Salaries Title I $13,531.20
A library technician will be provided to provide maintenance for the district's intervention software and technology and programs as well as provide literacy support to classrooms and individual students.	01-0000-0-220-0000-2420-991-0000-0000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $21,748	01-0000-0-2200-0000-2420-991-0000-0000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $16,713. 01-0000-0-3202-0000-2420-991-0000-0000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,841.955
Update and replace classroom projectors, document cameras, library and office technology, and Chromebooks as needed.	01-5810-0-4400-1214-1000-000-0000-0000 4000-4999: Books And Supplies REAP $3,000	01-5810-0-4400-1214-1000-000-0000-0000 4000-4999: Books And Supplies REAP $33.92
Develop and implement social/emotional intervention program. The District will provide all staff with professional development, curriculum and specific frameworks and approaches for addressing student social-emotional issues. The District will deploy an RTI model to assist in dealing with acute student social-emotional issues.	01-0000-0-4100-1110-1000-991-0000-0000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,000	01-0000-0-4100-1110-1000-991-0000-0000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,309.30

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		01-4127-0-2930-1334-4100-991-0000-0000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $600.00
		01-0000-0-4100-1110-1000-991-0000-0000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $709.30

Goal Analysis

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

Due to the school closure on March 16, 2020, we had to shorten the time for the after school homework club and the boys and girls social/emotional club. Those funds were move to the start of the 2020-2021 school year and were used to provide additional help by staff for both online and in-person learning. Before the start of the 2019-2020 school year, but after the 2019-2020 LCAP was approved, the district chose not to accept Title III funds. This meant that the cost of the bilingual aide was moved to use part of the district's Title I funds.

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

Until the school had to close in mid-March, the district experienced very few challenges to implementing actions and services to achieve this goal. Students had demonstrated phenomenal achievement in their language arts and mathematics CAASPP assessments in the spring of 2019. The district, teachers, parents, and students felt that the actions and services that we had put in place would again help us to be on track to have another excellent school year. Unfortunately, because of the pandemic, the students moved to distance learning. We were unable to demonstrate the anticipated growth because the state issued a testing waiver and no state testing was given. As a result, we have no results for the 2019-2020 school year.

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Goal 2

Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of parent who attend a meeting to discuss student academic and school programming **19-20** Three to six parents attend meetings **Baseline** Zero to three parents attend meetings	For School Site Council meetings and for the PTA meetings where the district had the bulk of the agenda, there were at least 3 to 8 parents at these meetings. Other meetings were not as attended.
Metric/Indicator Student Attendance **19-20** 96.2% attendance **Baseline** 95.1% attendance	94.82%
Metric/Indicator Chronic Absenteeism **19-20** Fewer than 4% of the students will be chronically absent	7% of the students were chronically absent

Expected	Actual
Baseline 7% of the students qualified as be chronically absent	
Metric/Indicator Pupil Suspension Rates **19-20** Maintain 1% or better **Baseline** 1%	0% Suspension Rate
Metric/Indicator Pupil Expulsion Rates **19-20** Maintain 0% **Baseline** 0%	0% Pupil Expulsion Rate

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events. Communication with parents in both English and Spanish will be provided through newsletters, web page, Aeries Parent Portal, email, ParentSquare, and individual calls by staff. Provide a stipend for bilingual help with communication	01-0000-0-2100-4760-1000-000-0000-0000 2000-2999: Classified Personnel Salaries General Fund $3,898 01-0000-0-4300-1214-1000-000-0000-0000 5000-5999: Services And Other Operating Expenditures General Fund	01-0000-0-2150-4760-1000-000-0000-0000 2000-2999: Classified Personnel Salaries General Fund $1,459.54 01-0000-0-4300-1214-1000-000-0000-0000 5000-5999: Services And Other Operating Expenditures General Fund $1,019.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		01-3010-0-4300-1110-1000-0-1000-1000 4000-4999: Books And Supplies General Fund $366.67
Continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. This program includes the following: Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. Recognize students and encourage exemplary on-time and daily attendance by trimester. Communicate the importance of attendance and progress toward improved attendance goals regularly with parents.	01-0000-0-4300-0000-2700-000-0000-8000 4000-4999: Books And Supplies General Fund $500	01-0000-0-4300-0000-2700-000-0000-1000 4000-4999: Books And Supplies General Fund $17.94
Continue to provide students with many educational opportunities including assemblies, programs, and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture and college and career readiness.	01-0000-0-5861-1110-1000-991-0000-0000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,500	01-0000-0-5861-1110-1000-991-0000-0000 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Update outdated physical education equipment and update physical education curriculum materials.	01-0000-0-4300-1721-1000-000-0000-0000 4000-4999: Books And Supplies General Fund $2,000	01-0000-0-4300-1721-1000-000-0000-0000 4000-4999: Books And Supplies General Fund 0

Goal Analysis

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

Due to the school closure on March 16, 2020, the district was unable to expend some of these funds. There were two field trips planned for the spring of 2020 that had to be canceled. One of the field trips that students were able to be attended ended up being paid for by the PTA, so no LCAP funds were needed for that. No physical education equipment had been purchased as of March 16 and was not needed once the students went to distance learning. Funds set aside for incentives for attendance were not used because we were able to obtain free gift certificates to use instead.

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

The COVID pandemic greatly impacted the ability to implement these actions and services. Traditionally most field trips and assemblies are planned for the spring or for right before when the school gets out for the school year. This is because the teachers will have worked their way through the majority of their curriculum and be set for the assessments.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID sick bay pop up tent to provide a socially distanced space for infected students to wait for their parents to return to school to pick them up.	$300	$257.35	No
Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, health and safety and disinfecting	$6,000	$6,664.00	No
Additional staff to split classes that are too large based on the California Department of Public Heath guidelines	$10,000	$5,789.74	No
Additional classroom supplies and materials to avoid sharing	$1,000	$972.65	No
Wireless access points for the school's portable classrooms to enable resource teacher to access Zoom and other applications as well as allow students to use their Chromebooks in one of the portables when we return to a hybrid model of instruction.	$4,500	$4,524.90	No

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

We did not need to split the third and fourth-grade class for as long as we thought we would need to do at the start of the school year. After the winter break, the third and fourth graders came back together in the same classroom. We were able to do this because the guidance from the CDPH issued guidance that, though six-foot distance between all students desks is ideal, as long as the school made a "good faith" effort to maintain that distance, student desks could be as close as four feet away from each other. We were able to put the desks no closer than five feet away from each other. In addition, we purchased plastic dividers for each of the desks for the third/fourth-grade classroom to provide another layer of protection.

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Analysis of In-Person Instructional Offerings

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

Based on assessments given to all students in mid-January, for the most part, students who were able to return to in-person instruction have shown improvement since October. We were able to begin our tutoring for qualified students again beginning in January. The list of students needing tutoring is slightly larger than in a typical year, most likely due to learning loss due to distance learning. Students and staff fairly quickly adjusted to the safety precautions and requirements such as mask-wearing, social distancing, handwashing, hand sanitizing, and staying in cohorts.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Chromebooks and chargers for replacement and refreshment of existing technology. Many students in our district already have their own personal device at home. School devices are being used most frequently by low-income families.	$15,000	$13,433.68	Yes
Teacher technology, including laptops, WebCams, microphones, document cameras, Ethernet cables, and other accessories needed to improve connectivity and stability	$2,500	$4,642.44	No
Professional development materials and extra-curricular hourly time.	$2,000	$1,628.52	No
Pro versions of the license for Zoom, Seesaw and other student engagement apps to enhance online learning.	$2,000	$336.12	No
Smart tablets and tripods to facilitate prerecorded lessons for student review and for flipped lessons. Struggling students benefit from repeated lessons.	$1,500	$1,516.63	Yes

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

When planning for continued distance learning we had not anticipated that the teacher laptops would begin to act up. We had budgeted to replace only one or two of them as needed. However, we ended up having to replace four of the five teacher laptops. We still need to replace the desktop computer for the library technician who has been working with distance learners. For now, she has been working off of a student Chromebook. When funds come in again, that PC will have to be replaced. We also did not need to purchase the professional version of Zoom and other online meeting platforms when we were able to return to in-person instruction. Each teacher had between two to seven students who they were simultaneously teaching online at the same time they were teaching those students in the class. We found that the free version of Zoom and SeeSaw worked fine for so few online students. The need to setup breakout rooms (something that the professional versions of these programs are very good at) was no longer needed with so few distance learners.

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Analysis of the Distance Learning Program

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

Distance learning was a challenge from day one, but as the year has continued, it has become an even greater challenge. Zoom fatigue for students and staff is very prevalent. We found that we needed additional support to ensure that the online learners did not become disengaged. To that end, we hired an instructional aide to work one-on-one or with a very small group of upper-grade students online to keep them motivated and turning in their work. We had some success with some students but not across the board. Not all students responded positively to the additional help. Too many of them had, and continue to have, little or no adult supervision at home, which further contributed to their desire to be disengaged. As the county opened up and more parents were able to return to work, we really saw this change even more. To try to combat this, we purchased the GoGuardian software program so that the teachers could see what the students were working on with their Chromebooks in real-time. This helped quite a bit to ensure that students were not playing games or watching YouTube videos at the same time that they were online. We found that some of our formerly enthusiastic learners after a while on distance learning started to become too withdrawn and/or uncommunicative in their class. We have been working student by student to try to encourage, particularly the struggling students, to return to in-person instruction as soon as possible. We have reached out to the parents of these students who are very withdrawn or unengaged to see if there is anything we can do to help. The parents of students who were not engaged in their distance learning for more than a day received a phone call either from the office clerk or the superintendent/principal depending upon the level of disengagement.

Access to reliable technology was a problem at the start of the school year when the online platforms did not seem to be able to keep up with the bandwidth of so many students and teachers online nationwide. We found that if we hardwired our teacher laptops with ethernet cables, for the most part, those laptops were more reliable and stable. Unfortunately and frustratingly, that was not always the case for our students, though we had provided hot spots to any family that needed one. We also found halfway through the school year that roughly half of our existing Chromebooks started to have technological problems. They are five years old and are coming to the end of their lifespan. We will need to replace these Chromebooks in the future with any additional funds.

We did have many successes, however, when it came to distance learning. Our benchmark and diagnostic assessments have shown that all students, including distance learners, are improving in their mastery of the standards. This is in part due to the tenacious and extremely hard-working teachers and instructional aides who have not given up on a single student. They participated in professional development at the start of the school year, and almost every day amongst themselves they have collaborated and worked to improve their delivery. They have become extremely creative in using the resources we have here. According to parent survey information, not all teachers were good at communicating with parents in the past, but they have done much more this year. Our ParentSquare parent communicating program has shown that between the four regular classroom teachers, they are sending between 125 and 150 direct messages to parents every week. They have also made phone calls to those families whenever a call is more appropriate or required.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Unduplicated students need additional electronic resources to find materials at the REIT readability level and to increase engagement: therefore PVJUESD is purchasing access to and use of supplementary software programs like: Accelerated Reader, iXL, Wonders, and Studies Weekly, which will help teachers target instruction to specific students based on specific standards. This meets the needs of all targeted students based on their outcomes.	$4,500	$5,537.95	Yes
Student supplies, especially targeted to students in the unduplicated count who do not have regular access to typical school supplies.	$750	0	Yes

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

Because we benefitted from the Stuff the Bus program, we did not have to purchase any materials for students this year. We were able to send home at the start of the year supply boxes with the basic necessities for all students to be able to access the learning from their home. When the student, for the most part, returned to in-person instruction, new materials were available for those who needed them. Students are told that they cannot share supplies to ensure safety. Teacher also used some of their classroom funds to purchase replacement supplies for the students when we returned to in-person instruction.

Analysis of Pupil Learning Loss

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

We found fairly early in the school year for 2020-2021 that we were going to have to bring in more staff to deal with learning loss. To do so, we have use REAP, Title IV, and the Low Performing Students Grant to provide additional held and one new instructional aide who is dedicated to working with the distance learners who are really struggling. In addition, our other instructional aides, starting in January, have been staying for an additional hour each day to tutor one on one those students who are present on campus who are struggling with either language arts or mathematics. In total, we plan to spend at least $7,000 on the instructional aide providing additional support for distance learners and $4,500 on additional tutoring hours for in-person students.

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Analysis of Mental Health and Social and Emotional Well-Being

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

At the start of the school year, the teachers engaged in a trauma-informed social/emotional PLC. We have an advantage being such a small school with only 60 students. Teachers regularly reported to the principal when there was a concern for a particular student's social-emotional well-being. In each of those cases, we brainstormed about how best to help the student and the family. For some, we offered counseling from our school psychologist. Others we assigned an instructional aide to in order to provide some one-on-one time. With one student we used Pokemon cards as a reward to get her to be willing to show her face on the camera. With one student we wrote a referral for mental health counseling from our local SELPA. When we were able to reopen for a full day of in-person instruction on October 19th, we found that most of the students adjusted very quickly to being back together and that has helped with some of the trauma.

Trying to find a way to help the instructional staff with their own social-emotional needs has been more difficult. They are doing so much more in very difficult situations. They are teaching both online and in-person at the same time, and they are struggling to reach a handful of students who sometimes act as if they do not want to be reached. This has been really hard for the staff because they care so much about each of the students. The principal has tried to reach out to find some mental health support for the staff but has not been successful as yet.

Analysis of Pupil and Family Engagement and Outreach

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

The district has been using the ParentSquare program for a couple of years to help facilitate our parent engagement. We have made good use of the program this past year due to restrictions for COVID. Teachers have been using the messaging feature of the program to send personalized messages to parents about their students. Parents are also able to use it to reach out to teachers. The number of messages has greatly increased. Pre-COVID the program indicates that teachers would send fewer than 10 messages per week. Currently, the program shows that teachers are sending between 125 and 150 messages per week. The program has a translation feature that helps Spanish language speakers to communicate in Spanish to English-speaking staff and visa-versa. The ParentSquare program, however, is not 100% effective in reaching parents. We have found for most Spanish speakers that they have been reading the posts and messages, but they still prefer to speak on the phone or in-person to respond. This has meant that we are not always certain that we have communicated what we need to communicate. To try to ameliorate this, for the most important messages we have also sent the messages or posts as a direct email or made a phone call to the parent. We also have a small handful of parents who do not regularly check their ParentSquare or email messages. For those parent, when we discover that they do not have the information they need, also received a phone call from the school.

We've had to make many more phone calls this year than we typically make. The increased guidance on student attendance and engagement has been a large part of this. We have been documenting students who are not fully participating in their lessons or who do not engage at all either in person or online.

Analysis of School Nutrition

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

We have been contracting with the San Miguel Unified School District for food services. In the spring when we closed and all students moved to distance learning. Our students who needed school lunch/breakfast went to San Miguel or Paso Robles to get their food. We set this up because we had called every family to find out what their food services need were. Only the parents of six individual students indicated on this phone survey that they needed lunches. All but one of these families had students who attended secondary schools in other districts. Thus, rather than requiring these families to drive to two different districts for food, our families were directed to go to either Paso Robles or San Miguel school districts for food. The same was true during the summer when the program was expanded. After a couple of weeks, we checked back with these families to see how the process was working.

When the 2020-2021 school year began, all staff was back on campus to do their work. The students were still in distance learning. Because we had staff available to handout food throughout the day, we began picking up food in the morning from San Miguel and holding it at school. Families would come during the school day to pick up the food from the front office. On October 19, 2020, the majority of students at the school returned for in-person instruction. Food was provided to students at school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Instructional Aide to work one on one with struggling distance learners	0	$7,000	Yes
In-Person Instructional Offerings	Additional hours to instructional aides to provide one-on-one tutoring for learning loss prevention	0	$4,500	Yes

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

Originally, we had hoped to be able to bring back some type of tutoring. However, given cohort and other safety precautions that we had to put in place when we reopened for in-person instruction in October, we were unable to implement the additional help for our students. We didn't know how we would be able to do it with the extra restrictions. In addition, once found a work around and we decided to try to move forward with the plan, we found that our usual sources for tutoring help for our students were not comfortable coming to the campus and meeting with students in person. As a result, the current instructional aides were offered additional time at the end of their work day to pull students to work with one on one. A list of students that needed the additional help was generated. The teachers provide direction to the instructional aides letting them know what help each student needed for either language arts or mathematics. Teachers also provide the materials for this tutoring.

Overall Analysis

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

We have found that our strongest asset is our ability to know each student and understand what each student needs to be successful whether that's academic or social emotional. Our ability to use our human resources to meet these needs is a large part of why we have been successful thus far. Moving forward, purchasing materials or curriculum is not where we see our greatest opportunity for success. Instead, we need to continue and expand our offerings for tutoring, homework help, and additional services for students. We have also noticed that we need to expand the ability of our parents to be able to provide support to their own students both for academics and for social emotional needs. Goals to work on these two new elements will be a part of the new 2021-2024 LCAP.

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

With the decrease in the number of infected persons in our county, it is hopeful that we will be able to drop down to a less restrictive tier for COVID. When that happens, we will be able to reinstate our assessment schedule. Due to not being able to mix cohorts and the lack of substitute teachers willing to work on-site, we have had to curtail a lot of the pre-existing assessments that we used to be able to do. Once that door opens back up again, teachers will be given a substitute teacher once every three weeks. This will enable them the opportunity to individually assess each and every one of their students every three weeks so that we can keep track of growth or needs in a more timely manner. This will enable the tutoring and additional help that is offered in the classrooms to be better tailored to meet the current needs of each student. Using some of the new COVID funds that are coming to the district, we plan a summer school program where students will work in very small groups or one-on-one on very specific language arts and/or mathematics skills. An assessment will be given to the students at the start of the summer session and another will be given at the end of the summer session so that we can monitor this growth. If funds are available, we plan to offer the same program during the summer of 2022.

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

Additional staff was brought on to address struggling students including low-income students, English language learner students, special Ed students, and general Ed students who were struggling. Some of the additional staff worked with students who were distance learners others worked with the students in person on campus. We encouraged our distance-learning parents with students with special needs to bring their children to school for in-person help over and above their special education services to the extent they were comfortable. Not all distance-learning parents were willing to send their children to school even for these very small one on one interventions.

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

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

For the most part, we have found that the goals and actions that we put into place for the 2019-2020 LCAP were very effective. We plan to continue nearly all of those goals and action items. We will need to enhance and expand our goals and actions as they pertain to parent involvement. The planning for the Learning Continuity and Attendance Plan was made before we had a full understanding of the effects of the long-term closure of in-person instruction. Nor did we fully understand the ramifications of the needs for our distance learners. Adjustments were made to address these needs and funds were applied to pay for them. Moving forward with the new 2021-2024 LCAP, we will continue with these adjustments at the same time trying to bring back some of the additional support we were able to provide prior to the pandemic. We will also have to address the lack of many enrichment opportunities that have had to be curtailed because of the pandemic. Field trips, some types of lessons for the arts, and assemblies have all had to be drastically altered or eliminated. Moving forward, we need to re-expand those opportunities. The district used MTSS funds to purchase a program to help teachers help their students with social and emotional issues. That will also become a part of the program moving forward. Based on the parent survey regarding parent engagement, there is an interest with our parents to attend trainings produced by the staff on how to help their students read, do homework, and be successful at school. These parent instruction nights will be offered at the start of the 2021-2022 school year.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources		
	18,898.00	5,937.56
	68,790.00	68,238.99
	2,000.00	1,002.78
	6,200.00	7,111.58
	0.00	13,531.20
	2,468.00	0.00
	2,468.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	5,200.00	6,640.28
	71,656.00	65,995.71
	0.00	17,364.88
	19,000.00	4,302.24
	2,500.00	1,519.00
	2,500.00	500.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources		
		0.00	0.00
		2,000.00	1,002.78
		3,200.00	5,637.50
		3,898.00	1,459.54
		65,290.00	51,004.97
		0.00	13,531.20
		2,468.00	0.00
		0.00	15,924.72
		0.00	1,440.16
		12,500.00	2,959.02
		3,500.00	1,309.30
		3,000.00	33.92
		2,500.00	1,519.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	88,458.00	92,958.96
Goal 2	9,898.00	2,863.15

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$21,800.00	$18,208.64
Distance Learning Program	$23,000.00	$21,557.39
Pupil Learning Loss	$5,250.00	$5,537.95
Additional Actions and Plan Requirements		$11,500.00
All Expenditures in Learning Continuity and Attendance Plan	$50,050.00	$56,803.98

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$21,800.00	$18,208.64
Distance Learning Program	$6,500.00	$6,607.08
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$28,300.00	$24,815.72

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$16,500.00	$14,950.31
Pupil Learning Loss	$5,250.00	$5,537.95
Additional Actions and Plan Requirements		$11,500.00
All Expenditures in Learning Continuity and Attendance Plan	$21,750.00	$31,988.26

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Valley Joint Union Elementary District	Wendy Nielsen Superintendent/Principal	wnielsen@pleasant--valley--school.org (805) 467-3453

Plan Summary [2021-22]

General Information

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

Pleasant Valley School (PVS) serves students in kindergarten through 6th grade in a rural community northeast of Paso Robles. It is part of a single school district that extends through San Luis Obispo and Monterey Counties. Currently, there are sixty students enrolled at PVS. The student to teacher ratio averages 15:1. The teaching staff includes four full-time regular education teachers, one part-time special education teacher, a part-time speech therapist, five instructional aides, and one library technician. The campus is situated on five acres (with an additional five unused acres to the south of the school) surrounded by vineyards. The rural setting lends itself to the agricultural programs offered by the school that includes a school garden.

The faculty and staff of PVS are highly qualified, caring professionals who promote a warm, safe, and family-oriented atmosphere. They value pride in education and lifelong learning. Each year, the school receives numerous inter-district transfer requests from parents who wish to have their students attend PVS but do not live in the district. Students are expected to rise to the high standards set by the faculty and staff. A rigorous curriculum, based on the California Common Core Standards is emphasized for all students and encompasses all areas of study. The small nature of the school many times results in combination/multi-grade classes. This class configuration demands that teachers differentiate for each student, thus creating an academic program that is catered to individual student needs.

The Professional Learning Community (PLC) and shared leadership are highly valued at PVS because of the positive impact on student learning. Students are released one hour early each Wednesday to allow teachers to meet in the PLC to evaluate assessments, assess student data, plan, and participate in ongoing professional development. Additionally, teachers participated in four workdays (nonstudent contact days) focused on professional development, planning, and preparation. Teachers are released to attend various workshops and observe other classrooms throughout the school year.

Students come from various backgrounds and have different needs. Currently, PVS serves nine English Learners (15% of the school's population). Twenty-three (38%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Nine students have IEPs. Six K-6 students receive Resource Program services; two receive speech and/or occupational therapy services

only. In addition, the district serves one preschooler who receives speech services. All students, with the exception of the preschoolers, are integrated into the regular school population. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultation, pull-out, and inclusion models such as the Resource Specialist Program (RSP). Instructional aides work in the classroom room daily in close collaboration with the classroom and RSP teacher. One EL instructional aide has been designated to give extra support to English Learners. Intervention strategies are delivered in in-class and pull-out models.

The Student Study Team (SST) process is used to identify students needing extra support. When students are identified as "at risk," a Student Study Team meeting is held. Parties typically involved in the SST meeting are the classroom teacher, resource teacher, parent, administrator, and any other staff that could give valuable input to the SST. After faculty and staff have tried multiple interventions and have had ongoing communication with families with no satisfactory progress, the SST team meets to make further suggestions for intervention and may or may not suggest that a student be tested for special education services.

The surrounding community is supportive and active at Pleasant Valley School. Parents volunteer in the classrooms and at school functions. They are invited to participate in decisions and goal setting throughout the school year. They are encouraged to give their feedback on a yearly survey and a suggestion box is available in the office year-round. PASE (Parents Actively Supporting Education) and the School Site Council (SSC),

Family involvement is welcome and encouraged. Annually, during years not affected by the pandemic, students and their families enjoy a Fall Carnival, Thanksgiving Feast, Family Fun Run, Student Performances, Track and Field Day, School Pool Party, Open House and Science Night, and other fun family-oriented events. Many of these events are organized by PASE. The school also offers afterschool enrichment classes to promote the arts, an afterschool program, and 1:1 Chromebooks for all students K-6.

Reflections: Successes

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

The results of the California Assessment of Student Performance and Progress (CAASPP) given in May 2019 were very good and showed that the efforts made by the school were working. We had a dramatic increase of students who were proficient in both English language arts and mathematics. In English language arts, 86.96% of our students met or exceeded the standards for ELA. In mathematics, 77.28% of our students met or exceeded the standard for mathematics. By comparison, the state average for ELA was 50.87% and 39.73% for mathematics. We even performed better than our county whose ELA score was 56.65% and mathematics score was 45.53%. For English language learners we also had an improvement over the previous year with 25% of her students reclassifying. Results of the English Language Proficiency Assessment for California (ELPAC) showed that there were 28.57% of the English language learners who moved up at least one band on the assessment.

An area that continues to be an area of growth needed is our chronic absenteeism. We continue to have a handful of families that are taking extended trips and either are not completing their independent study contracts or are leaving for periods of time that a contract would not cover for unexcused absences. The global pandemic has made this even more difficult because some families have taken the distance-

learning model as an opportunity for them to take more family trips. Often connectivity would make it impossible for the students to continue the distance learning. New guidelines for reopening have also made it more likely that students would have more absences. Students who have a cold or any other symptoms are especially being encouraged to stay home and if they stay home for more than two days they need to get a doctor's note before returning, which generally adds to their length of absence. Attempts to have the students sign in for distance learning during these absences have not been consistently successful. In addition, during the period of time where we were primarily instructing students in the distance-learning model, it was very difficult to keep some students fully engaged. As a result, we had more absences due to distance learning despite phone calls and other attempts to communicate with students and their families.

Unfortunately due to the global pandemic, the state assessment was not given in the spring of 2020. Beginning March 16, 2020, students from Pleasant Valley received their learning through distance learning. This continued through October 19, 2020, when the majority of the students returned for in-person instruction. During the five months that students were receiving their learning from home, we did see a reduction in students' performance levels. Initial reading assessments that were given in early December 2020, however, showed that the learning loss was less drastic than we had anticipated.

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.

According to the LCFF dashboard, Pleasant Valley JUESD continues to have a problem with chronic absenteeism. Instead of improving, unfortunately, under the influence of this past year's COVID restrictions, chronic absenteeism got even worse during the 2020-2021 school year. Traditionally, our problem has been families that have chosen to take last-minute, multi-day trips during the school week. Sometimes these families are able to ask for and receive independent study contracts and material. Roughly a third of these independent student contracts are not fulfilled. This past year, however, the issue has not been these short trips. Instead, we had two students go to Mexico over winter break. They both sought and were given independent study contracts. Both of the students stayed in Mexico two weeks longer than they had planned. One of the students did not do any of the work and did not participate in the Zoom lessons for the extra time, including for the mandatory quarantine period due to their travel.   The other student only did part of the work. The district has used the tier attendance intervention system to try to address these issues, but when the families are out of the country, implementing the meetings, etc. are next to impossible.

It is also very clear from the data taken in April and May of 2021 that we have a great deal to do to help our current group of students catch up academically. iXL diagnostic assessments in reading, English language arts, and mathematics were given to all students in first through sixth grades. Based on these assessments, 56% of the students are struggling with English language arts, 49% are struggling with reading, and 31% are struggling with mathematics. This is a tremendous drop from our scores on the 2019 CAASPP. Teachers have noticed that there is growth in all areas and with all students since we returned to in-person instruction in mid-October, but there is clearly a great deal of work we need to continue to do. To meet this end, in January we were able to reinstate most of the one-on-one or small group tutoring sessions for tier 2 and tier 3 students. This tutoring is occurring during the school day. After school homework club was also reinstated in February; though not for first and second graders because we were unable to find staff to cover an additional cohort of students. These

efforts and our planned intensive summer school recovery program will need to continued until our scores once again are showing marked improvement.

Parent participation has also been a traditional area of need for PVJUESD. We have a huge number of parent volunteers during a regular (non-COVID) school year. Typically, more than 60-70% of our parents volunteer at least once during the school year. However, though our parents are very involved in the school for school events, fundraising, and celebrations, the overwhelming majority of them have shown reluctance to be a part of any decision-making process about school programs or results. Attendance at these meetings is either non-existent to only one or two parents. We have also had fewer than the desired numbers of parents completing parent surveys. We've utilized the parent organization to help get the word out about these surveys, so those numbers have improved slightly. The PTO has also been needed for any effort to obtain more parent feedback on school plans. Normally, between six to ten parents attend the PTO meetings. We are also planning to implement parent workshops starting in the fall. If we help parents better understand how to support their students from home, the hope is that they will want to be more involved in the academic programs and decision-making.

LCAP Highlights

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

For the 2021-2022 LCAP, the team has determined that for the most part, we need to continue the excellent practices that were put in place with our 2018-2019 LCAP. We need to do what we know to have worked but tighten up the process to be even more responsive and proactive. To the extent possible, we want to use our resources, including those funds coming from the state and the federal government to address reopening the school, to insured our multi-tiered systems of support for all students are in place. This means that the bulk of the funds will be used on staff to provide more one-on-one assistance and assessments for students who are struggling both academically and social\emotionally. Because we do not know moving forward whether we will be able to mix cohorts and/or have larger groups of students meet for afterschool enrichment classes, field trips, and/or assemblies, funds that have been in the LCAP for those purposes have been greatly reduced. If once the new school year starts and things begin to open up again we find that we can again have field trips, assemblies, and/or afterschool enrichment courses, we will look to our PTA and other sources to be able to put these practices back in the place.

To that end, goals and action items have been created to:
1. Ensure student access to all core content materials
2. Continue the process of bringing in new material to meet the requirements of the new History-Social Studies standards while continuing to help teachers learn to make the necessary shift and change as needed but these new standards
3. Ensure teachers continue with their professional development both on teaching strategies and for working with the social-emotional needs of our students as well as the academic needs.
4. Provide for additional staff both certificated and classified to minimize the ratio between staff and students
5. Provide students with additional opportunities to master the standards and achieve academic success in afterschool programs
6. Continue to implement and expand the RTI interventions and data collection for both academic and social-emotional needs for all students from those who are most challenged such as English language learners and special ed students to the most gifted GATE level students.
7. Continue to implement schoolwide social-emotional curriculum and interventions

8. Continue with multiple means and communicating with parents while encouraging parents to be more actively involved in school decisions
9. Continue to encourage and promote improve student attendance
10. Institute parent workshops to help parents to be better able to support their child academically while improving home-to-school communication.

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.

Pleasant Valley School is the only school in the district and it is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Pleasant Valley School does not need to develop comprehensive support and improvement plans due to its past performance on state assessments.

Monitoring and Evaluating Effectiveness

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

Pleasant Valley School does not need to develop comprehensive support and improvement plans due to its past performance on state assessments.

Stakeholder Engagement

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

In order to ensure full stakeholder involvement, the district engaged in a number of practices before finalizing the LCAP.

Three surveys were developed to encourage anonymous input early in the LCAP development phase. One was designed for parents and staff and it addressed the overall programs and effectiveness of the school's staff and programs. A similar, kid-friendly version of the survey was created for students in grades two through six. Roughly 17% of the parents of the students at Pleasant Valley participated in the general LCAP survey. All of the students in grades two through six participated. Communication about these surveys was sent out to staff during our monthly staff meetings, to parents both an email and in a ParentSquare post. In addition, during the January PTA meeting in the principal's report parents were encouraged to participate in the survey. Both surveys were posted to the school website beginning in January. The adult survey was offered in both English and Spanish.

A second, parent involvement survey was sent out in late February. For information about the survey were sent both as an email and as a ParentSquare posting. The survey was offered in both English and Spanish. The second survey specifically asked about how well the school, administration, and teachers communicated to and with parents. Fourteen parents responded to the second survey.

A representative from the local SELPA also consulted with the district to ensure that the needs of all special education students are being met as well as ensuring that all best practices for a tier system of intervention were put in place.
The district's Parent Teacher Organization, P.A.S.E., was consulted on the development of the LCAP at two separate meetings in March and April. Due to the small number of EL students, the district si not required to convene a DELAC or ELAC. However, the families of EL learners were consulted and provided feedback regarding the goals, actions, and services of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

At the time of the survey, parents mostly were concerned with the school's ability to remain open for in-person learning. Several parents commented that they understood that the district was unable to continue with some of past practices because of the pandemic. They wanted to be able to see afterschool enrichment, daycare, and school events be open again. They also regretted the fact that volunteering at the school had to be curtailed because of COVID restrictions. The students' survey indicated that they would like more homework help and a surprising number of students felt that they were treated fairly if they got in trouble.

One interesting piece of information that came from the parent involvement survey was that 71% of the parents preferred to attend school events or meetings directly after school got out. The overwhelming majority of parents preferred communication via ParentSquare (86%) or email (79%). When asked if they would be interested in attending a class or a session for parent training to help them help their child be more successful, 21% of the parents indicated they would be interested. The one area of growth found in this survey is that 39% of the parents would like more communication from their child's teacher. When parents at the parent meetings were specifically asked what the district could do to improve parent engagement, they suggested providing food, offering rewards to students when parents participated in meetings,

and offering parent training. When specifically asked what the district could do to improve chronic absenteeism, for the most part, they did not have a suggestion. One parent felt that the amount of work that is required and/or the amount of time that a student would have to complete the work when on an independent study contract should be made easier.

The parents at the P.A.S.E. meeting indicated that they felt that the district would be able to increase parent involvement in school business opportunities if we provided food, gave incentives to students to get them to get their parents to attend the meetings, and continue to provide daycare for anyone who needed it. They felt concerned that due to the school closure because of the global pandemic, their students (particularly the third and fourth-graders) would not have the stamina to perform at their best for the state assessments. They felt that the test should be broken up into small chunks to give the students a chance to tackle the rigorous questions more successfully. They also felt that there could be a rewards system for students who had demonstrated good participation skills in the testing.

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

One aspect of the LCAP that was influenced by the parent feedback was the inclusion of parent nights to help our parents be better able to help their children and to better communicate with the teachers. The parents for the past couple of years, since we first really began to put all of the steps in place for a strong RTI model have expressed the desire that we continue, to the extent possible to provide as much one-on-one and/or small group instruction for their children. The continuing of work towards addressing the social/emotional needs of students was also something that parents had brought up in meetings. That was also a part of the Extended Learning Opportunity Grant, the remainder of the MTSS grant, and the 2021-2022 LCAP. The LCAP also includes an action item that will provide at least three opportunities for parents to attend workshops to help them be able to work more closely with the school to improve their child's learning experience.

Goals and Actions

Goal

Goal #	Description
1	Improve and support student learning to close achievement gaps and ensure all students, including all English learners, homeless, and low-income students, move successfully to the next grade level. (Priority 1, Priority 2, Priority 4, Priority 6 and Priority 8)

An explanation of why the LEA has developed this goal.

Ensuring that all students are academically successful and prepared for their next grade level is at the core of what we do that Pleasant Valley School. Students who are able to master their current standards are far more likely to be able to master standards in upcoming years and are far more likely to graduate successfully from high school. A diploma from high school is essential for any future success in college or career. An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. There are also no concerns about Priority 6. Due to the global pandemic and the extended distance learning that took place this past year, there are some concerns for Priority 4 and Priority 5. The data shows that there has been learning loss since the onset of the global pandemic and due, in part, to the long period of distance learning. The metrics described below were selected to ensure that the progress that we have made on these priority areas will be evaluated on a regular basis and that all obligations are met. The accompanying actions have been selected because they have proved to be effective in academic outcomes within these areas and reflect input from students, teachers, staff, parents, the site administrator, and the school site council.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
William's Uniform Complaints	No William's Uniform Complaint Reports				No William's Uniform Complaint Reports
Highly Qualified Teachers	100% of the teachers are highly qualified				100% of the teachers are highly qualified
CAASPP English Language Arts Results	Overall school performance of 45.8% proficient and/or advanced				Overall school performance of 70.0% proficient and/or advanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Results	Overall school performance of 30% proficient and/or advanced				Overall school performance of 55% proficient and/or advanced
English Language Learner Reclassification	5% of the students move up at least one band on the ELPAC assessment. 7% of the students reclassified				6% of the students move up at least one band on the ELPAC assessment. 7% of the students reclassified
Long Term English Language Learner Percentage	45.8% of the students who were in the 5 year or more cohort assessed to be proficient				50% of the students who were in the 5 year or more cohort assessed to be proficient
STAR Reading Assessment	Overall grown on STAR reading assessment is 0.9% months of growth				Overall grown on STAR reading assessment is 1.25% months of growth
Implementation of State Standards	Currently, we are at the full implementation stage for English language arts, math, health, science, and physical education. We are at the implementation stage for the social studies				Full implementation and sustainability of all standards, with the exception of social studies as those standards. Social studies will be at the implementation stage in 2020-2021.
Broad Course of Study	100% of the students have access to enrichment programs,				100% of the students have access to enrichment programs,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	which include music, art and drama as well as many CTE strands.				which include music, art and drama as well as many CTE strands.

Actions

Action #	Title	Description	Total Funds	Contributing
1	William's Requirements	The administration and staff will continue to maintain safe, clean school facilities in accordance with Williams Requirements The Superintendent/Principal will inspect facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed. This will ensure a safe learning environment for all students and staff.	$0.00	No
2	Curriculum	The administration will purchase supplemental English language arts, mathematic, science, and social studies texts and consumables in alignment with California Common Core Standards. These materials will help the students better access their lessons and the state standards and will provide the teacher with content that is more rigorous.	$10,000.00	No
3	Professional Development	The administration and staff will continue to train all staff members, provide materials and implement California Common Core Standards, ELD standards, Next Generation Science Standards, and social studies standards. To ensure its staff is up to date on scientifically based strategies and guidelines, the district will look for and whenever appropriate and possible engage in professional development opportunities with the County Office of Education and neighboring school districts as well as with other outside agencies whenever possible. The district will provide training for all staff in strategies to	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		promote healthy student development socially and emotionally. It will provide additional training in the use of technology in the classroom. And it will provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels. With the professional development, the teachers and staff will be better equipped with the latest evidence-based strategies and programs to continually improve curriculum, instruction, and assessment which will benefit student achievement.		
4	Instructional Aides	The district will continue to staff one aide in each of the regular classrooms whose task it will be to work with individual struggling students to ensure they have full access to and mastery of the lessons and the standards. These aides are essential for providing individualized instruction for struggling students thereby ensuring student success. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing. Results from stakeholder surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from accessing their learning due to areas of academic or behavioral need. To address this need, we considered a pull-out environment where the students work with a separate teacher. However, the instructional aide provides the scaffolding the students need to access their grade-level materials. They would experience learning loss if pulled away from grade-level instruction with their peers. The need for these services is greatest during the actual school day. The instructional aides have training in how to work with individual students or small groups of students both for academic needs as well as behavioral or social/emotional.	$48,445.00	Yes
5	Small Group Response to Intervention (RTI) Reading	Teachers will continue with small group reading instruction to differentiate student learning. They will continue to evaluate and revise when needed the current Response to Intervention (RTI) model and intervention program during professional learning time (PLC) time. In addition, substitute teachers will be provided to cover for days that teachers go to professional development training. A substitute teacher	$7,136.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be brought in for one day a week for thirty weeks to allow the regular teacher to assess students reading mastery one-on-one at least once every four to five weeks. The use of a substitute teacher to allow the teachers the opportunities to regularly check each student's reading level will improve our tiers of interventions as well as provide the important information for small group instruction in the classrooms. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing. Results from local and state assessments have shown that many of our students need additional support to improve their reading. To address this need, we considered hiring an additional reading specialist teacher part-time. However, the individual classroom teacher has the greatest understanding of the day-to-day skill levels of the student. The ability to document those understandings in a usable format has helped the district in the past to create a very robust RTI system. The data gathered by the teachers also informs their instruction. The decision was made to utilize substitute teachers in order to free the regular classroom teachers up in order to maintain this RTI success.		
6	After-School Tutoring and Homework Help	The district will continue to provide after-school homework and tutoring help by a certificated teacher for all students in grades two through six three afternoons a week. The services will be expanded by one day and by the addition of extra staff for the 2021-2022 school year. These services will provide loss mitigation for students who fell behind during distance learning beginning in March 2020. In addition, it will provide help for struggling students who do not have the necessary support at home to help them complete their school work and reading. The district had the needs of unduplicated students in mind when it determined to provide this additional service and staffing. Parents of English Learners and low socio-economic students have indicated both parenthetically and in parent surveys that they struggle to help their children with their homework. They either do not have the language skills or the content level understanding. In addition, many of the parents of these students work very long days and are not available as much as they would like to help their children with their homework. To address this need, we considered trying to continue to support the students whenever possible during the school day or	$8,774.00	Yes

Action #	Title	Description	Total Funds	Contributing
		possibly extending the school year. However, the decision was made to provide a quiet, supportive place where students can get help with their homework after school as this practice has been very successful in the past. Staff that works with these students have the language, content, and technological skills needed to help the students in a much more timely manner.		
7	Library Technician	A library technician will continue to be engaged to provide maintenance for the district's intervention software and technology and programs as well as provide literacy support to classrooms and individual students. She will work with small group and individual students to help them master their reading. This will provide particularly struggling students the opportunity to work in a more focused setting giving them the individualized attention they need. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing. Results from stakeholder surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from participating in distance learning opportunities and assignments requiring online access. To address this need, we considered additional afterschool offerings and extending the school year. Ultimately, the decision was made to utilize the Library Technician as support for ensuring steady and consistent access to electronic resources for unduplicated pupils and others with similar struggles. The need for these services is greatest during the actual school day. The Library Technician has expertise in working with and correcting fixable issues with the students' technology. She has also been trained to run small reading groups. She had done some training in Digital Citizenship and uses that training to train the students at all grade levels. She interacts with every student in the school making her a logical person to outreach to families with whom she has existing relationships.	$23,139.00	Yes
8	Update Technology	The administration will update and replace classroom projectors, document cameras, library and office technology, and Chromebooks	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		as needed. This will provide some of the infrastructure needed so that teachers can reach all of their student, both for in-person instruction and for distance learning (when needed). This will also ensure that if we have to temporarily close the school for safety sake due to the COVID-19 environment, students will continue to have access to learning from their individual homes.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.(Priority 5, Priority 7, and Priority 8)

An explanation of why the LEA has developed this goal.

In order to produce academically successful students, the district must also address school culture, safety and climate. In addition, in order to access their academic materials in a meaningful way, students need to attend school regularly. Lastly, one way schools can help students be happy and healthy while attending school school is also to provide all students access to areas of sport and enrichment that they would not normally have access to within the regular school day curriculum.The metrics and actions described below will be implemented to ensure that the progress made within Priority 5 and 6 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad of focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance	94.8% attendance				96.2% attendance
Chronic Absenteeism	7% of the students qualified as being chronically absent				Fewer than 4% of the students will be chronically absent
Pupil Suspension Rates	0%				Maintain 1% or better
Public Expulsion Rate	0%				Maintain 0%
Social Emotional Student Health	Nineteen students whose social/emotional needs have been address by staff during the school year				Five students whose social/emotional needs have been address by staff during the school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Bullying	One student reported being bullied by a fellow student during the 2020-2021 school year.				Zero students report being bullied by a fellow student

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Attendance	The administration and staff of PVS will continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. The program includes the following: Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. Recognize students and encourage and reward exemplary on-time and daily attendance by trimester. Communicate the importance of attendance and progress toward improved attendance goals regularly with parents. These actions will improve the overall student achievement of all students.	$500.00	No
2	Enrichment Opportunities	The school's administration and staff will continue to provide students with many educational opportunities including assemblies, programs, and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture, and college and career readiness. The after-school enrichment class will be free for all students who are able to attend. These actions will help to provide a more rounded and enriching school environment for all students. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing and opportunities.	$5,006.00	No

Action #	Title	Description	Total Funds	Contributing
3	Physical Fitness Opportunities	The administration will update outdated physical education equipment and update physical education curriculum materials. These purchases will help to provide a more rounded and enriching school environment for all students.	$2,000.00	No
4	Social/Emotional Health and Student Bullying	Using the newly purchased Second Step social/emotional and bullying materials, the administration and staff will implement an embedded social/emotional and anti-bullying curriculum into their regular lesson plans. This training will help students to self-regulate and develop a stronger, more resilient mindset. In addition, it will help the staff to use the strategies as well to help their own social-emotional needs.	$2,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Cultivate parent and community engagement to support student success and enhance school culture and climate (Priority 3, Priority 4, Priority 5, Priority 6)

An explanation of why the LEA has developed this goal.
The parent participation at Pleasant Valley School is outstanding when it comes to school events or school activities. However, there have traditionally been few parents who want to participate in the evaluating, planning and budgeting of the school in general or for specific programs or grants. In recent surveys, they have expressed a desire to be able to help their children be more successful academically at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parent who attend a meeting to discuss student academic and school programming	Zero to three parents attend meetings				Three to six parents attend meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Communication	The school's administration and staff will continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events and meetings. Communication with parents in both English and Spanish will be provided through newsletters, web pages, Aeries Parent Portal, email, ParentSquare, and individual calls by staff. Provide a stipend for bilingual help with communication. These actions will help to facilitate the sharing of information between school and home and give parents	$4,169.00	No

Action #	Title	Description	Total Funds	Contributing
		an easy way in which to get more information or seek help from the school.		
2	Parent Workshops	The school's administration and staff will provide a minimum of three evening parent workshops to help parents to help their students academically. Instruction will be given in both English and Spanish. Topics will include help with supporting reading instruction, understanding how to help with Common Core math, how to access technology to keep track of a student's performance in class and on state standards. Helping parents to become partners in the academic instruction of their students will help with parent communication as well as help students become more successful. In addition, more involved parents may be more willing to participate in analyzing, planning and budgeting for general school business and programs. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing and service. Results from stakeholder surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing parents from being able to help their students be successful with their homework, reading, and technology usage. They also have expressed frustration with understanding and helping their child with modern Common Core mathematics. Teachers in the past have attempted to work individually with parents but the need is larger than they can handle. Hence we needed to create parent workshops.	$3,000.00	Yes
3	Parent Newsletters	The administration of PVS will provide a copy of the Home & School Connection in English and Spanish to parents each month. This monthly newsletter provides information that helps parents better able to help their children be more successful academically and socially/emotionally.	$400.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.27%	$35,057

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

Required Descriptions

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

In the list of action items, there are five different actions and services that are planned in order to support increased or improved services for foster youth, English learners, and low-income students. However, many of those actions and services will be funded using federal funds, not LCFF funds. (Goal 1, actions 5 and 6, and Goal 3, action 2) The two actions and services discussed in this section are to be funded with LCFF funds. (Goal 1, action 4 and 7)

Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students.

Instructional Aides: ($23,139)
Results from stakeholder surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from accessing their learning due to areas of academic or behavioral need. To address this need, we considered a pull-out environment where the students work with a separate teacher. However, the instructional aides provide the scaffolding the students need to access their grade-level materials. They would experience learning loss if pulled away from grade-level instruction with their peers.   The need for these services is greatest during the actual school day. The instructional aides have training in how to work with individual students or small groups of students both for academic needs as well as behavioral or social/emotional.

Library Technician: ($48,445)
Other results from the same stakeholder surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from participating in distance learning opportunities and/or in-class assignments requiring online access. To address this need, we considered additional afterschool offerings and extending the school year. Ultimately, the decision

was made to utilize the Library Technician as support for ensuring steady and consistent access to electronic resources for unduplicated pupils and others with similar struggles. The need for these services is greatest during the actual school day. The Library Technician has expertise in working with and correcting fixable issues with the students' technology. She has also been trained to run small reading groups. She had done some training in Digital Citizenship and uses that training to train the students at all grade levels. She interacts with every student in the school making her a logical person to outreach to families with whom she has existing relationships.

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

The increased services provided by the instructional aides provide all students at least 900 minutes of additional instructional help. Because aides work with the most struggling students for the majority of their day and these include low-income, special education, and English language learners, more than 50% - 70% of their time in the classroom is devoted to working with these students. This means that of the minimum of three hours of in-class assistance per day that aides provide, at least two of them are spent working either individually or in small groups with struggling students, the majority of whom are within our unduplicated student numbers. This shows that the district is demonstrating increased and improved services for unduplicated students. Without these increases in funds, we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third-grade class, the student to staff ratio is 24:1. In a typical fourth through the sixth-grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student to staff ratio in kindergarten through the sixth grade of 7:1 for most of the school day. This ensures that all students, including English language learners, low-income students, and special needs students receive a quality and often very individual educational program. This higher staff-to-student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated student group typically need more one-to-one support than their peers. Research shows that small group instruction, besides being a more efficient means of instruction, increases peer interaction and opportunities for students to improve generalization skills. Research also has indicated that approximately 20% of all students require more than what can be found in a typical classroom. This additional access to adult help provides second language learners the increased opportunities they need to practice their verbal and listening skills. The classroom aides also enable support to be implemented in the classroom at the same time the teacher is implementing her instruction. This is especially helpful for second language learners, special education students, and students with attention issues to be able to keep up and ask questions without disrupting the teacher's direct instruction. The teacher and instructional aides have received professional development to help meet the individual needs of students. Part of these professional development strategies on how best to work with individual and small group settings in order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues and depth of knowledge to improve instructional rigor. If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The historic lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been affected. increases access to one-to-one assistance by trained staff for unduplicated students who are struggling with poor mastery. Without these supplemental funds, the service would not be possible.

The librarian technician helps to increase access to intervention, research, and reading technology. Each student at PVJUESD visits the library for a minimum of 45 minutes per week. Students attending assigned small reading groups are in the library for an additional 225 minutes per week. The additional actions described above provide access for up to an additional 225 minutes of small group student support from the Library Technician. This represents an increase in service minutes of at least 80%. The librarian technician duties increase the school's targeted literary instruction and intervention provided. She supports the teachers with instruction on research and research writing as well as providing one-on-one support for those students who do not have the technology or research skills to be successful when conducting a research project. Without these supplemental funds, the service would not be provided. The use of the library technician also provides group and one-to-one instruction for reading. Low-income students and ELD students need additional opportunities from their peers to access reading practice (in English), the research and research writing practice, and to access the technology needed to meet the 21st Century requirements of the Common Core Standards. Most of our Unduplicated Students do not have access to the services in their home and need the additional support of the librarian in order to have academic success in class. The librarian technician has received professional development in digital citizenship, small group instruction, depth of knowledge, and positive behavioral interventions. Without these supplemental funds, the service would not be possible.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$90,759.00	$10,000.00		$20,310.00	$121,069.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$93,669.00	$27,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	William's Requirements					$0.00
1	2	All	Curriculum	$5,000.00	$5,000.00			$10,000.00
1	3	All	Professional Development	$2,500.00				$2,500.00
1	4	English Learners Foster Youth Low Income	Instructional Aides	$48,445.00				$48,445.00
1	5	English Learners Foster Youth Low Income	Small Group Response to Intervention (RTI) Reading				$7,136.00	$7,136.00
1	6	English Learners Foster Youth Low Income	After-School Tutoring and Homework Help				$8,774.00	$8,774.00
1	7	English Learners Foster Youth Low Income	Library Technician	$23,139.00				$23,139.00
1	8	All	Update Technology				$4,000.00	$4,000.00
2	1	All	School Attendance	$500.00				$500.00
2	2	All	Enrichment Opportunities	$5,006.00				$5,006.00
2	3	All	Physical Fitness Opportunities	$2,000.00				$2,000.00
2	4	All	Social/Emotional Health and Student Bullying		$2,000.00			$2,000.00
3	1	All	Increase Communication	$4,169.00				$4,169.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Parent Workshops		$3,000.00			$3,000.00
3	3	All	Parent Newsletters				$400.00	$400.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$71,584.00	$90,494.00
LEA-wide Total:	$71,584.00	$90,494.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,445.00	$48,445.00
1	5	Small Group Response to Intervention (RTI) Reading	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,136.00
1	6	After-School Tutoring and Homework Help	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,774.00
1	7	Library Technician	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,139.00	$23,139.00
3	2	Parent Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

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Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

Requirements and Instructions
This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.