LCFF Budget Overview for Parents

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

CDS Code: 40687916043186

School Year: 2023-24

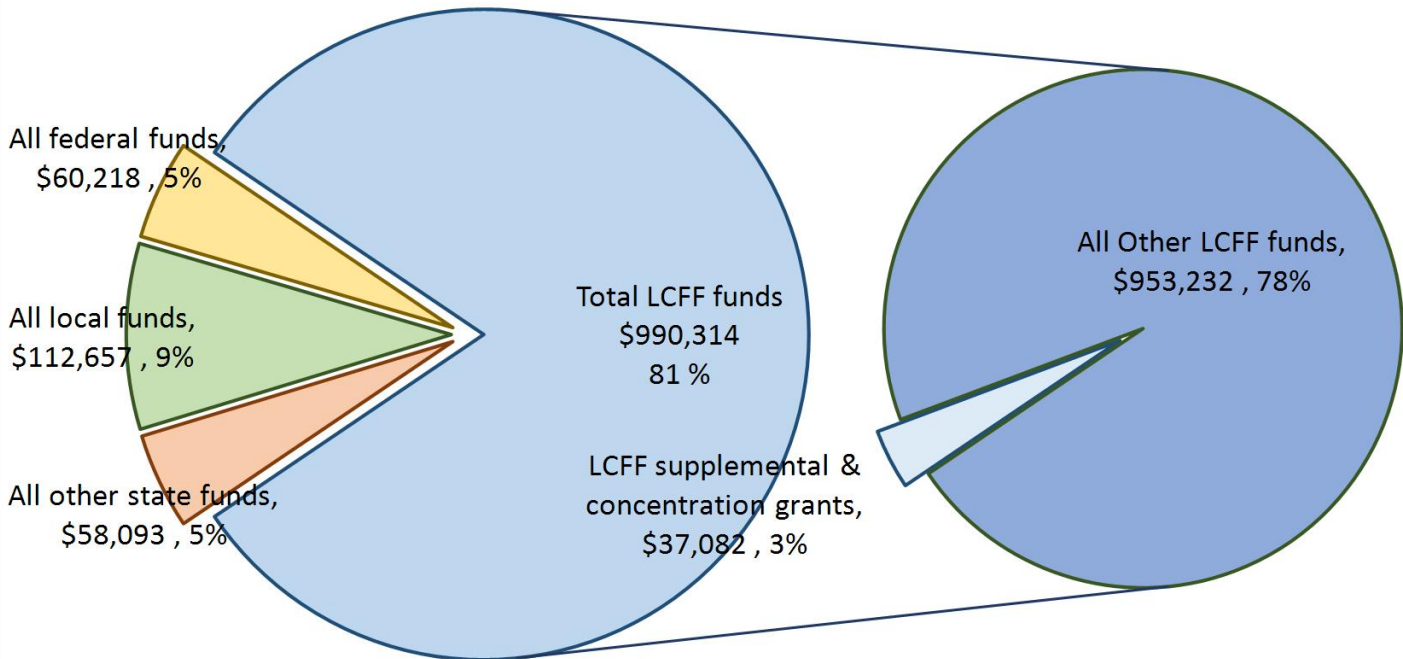LEA contact information:

Wendy Nielsen

Superintendent/Principal

wnielsen@pleasant-valley-school.org

805-467-3453

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $60,218 , 5%

All local funds, $112,657 , 9%

All other state funds, $58,093 , 5%

Total LCFF funds $990,314 81 %

LCFF supplemental & concentration grants, $37,082 , 3%
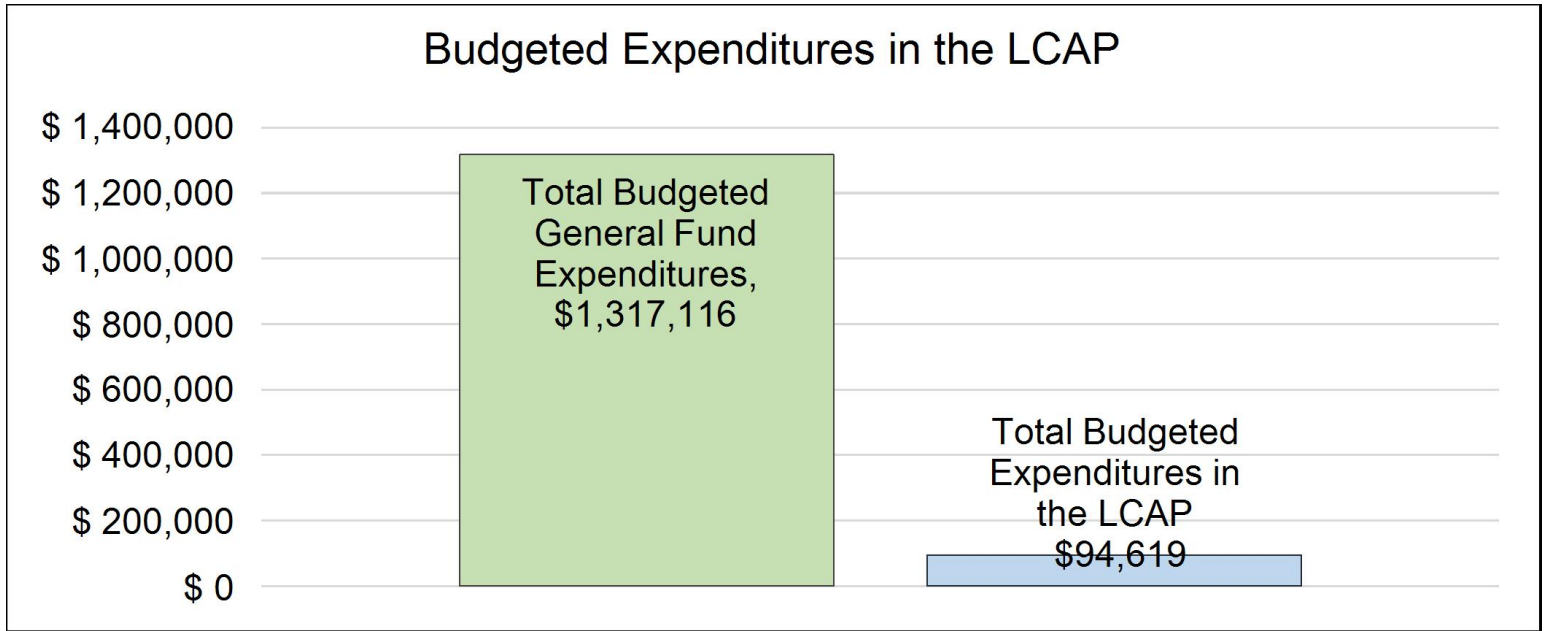
All Other LCFF funds, $953,232 , 78%

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

The text description for the above chart is as follows: The total revenue projected for Pleasant Valley Joint Union Elementary District is $1,221,282, of which $990314 is Local Control Funding Formula (LCFF), $58093 is other state funds, $112657 is local funds, and $60218 is federal funds. Of the $990314 in LCFF Funds, $37082 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 1,400,000	
$ 1,200,000	Total Budgeted General Fund Expenditures, $1,317,116
$ 1,000,000	
$ 800,000	
$ 600,000	
$ 400,000	Total Budgeted Expenditures in the LCAP $94,619
$ 200,000	
$ 0	

This chart provides a quick summary of how much Pleasant Valley Joint Union Elementary District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.
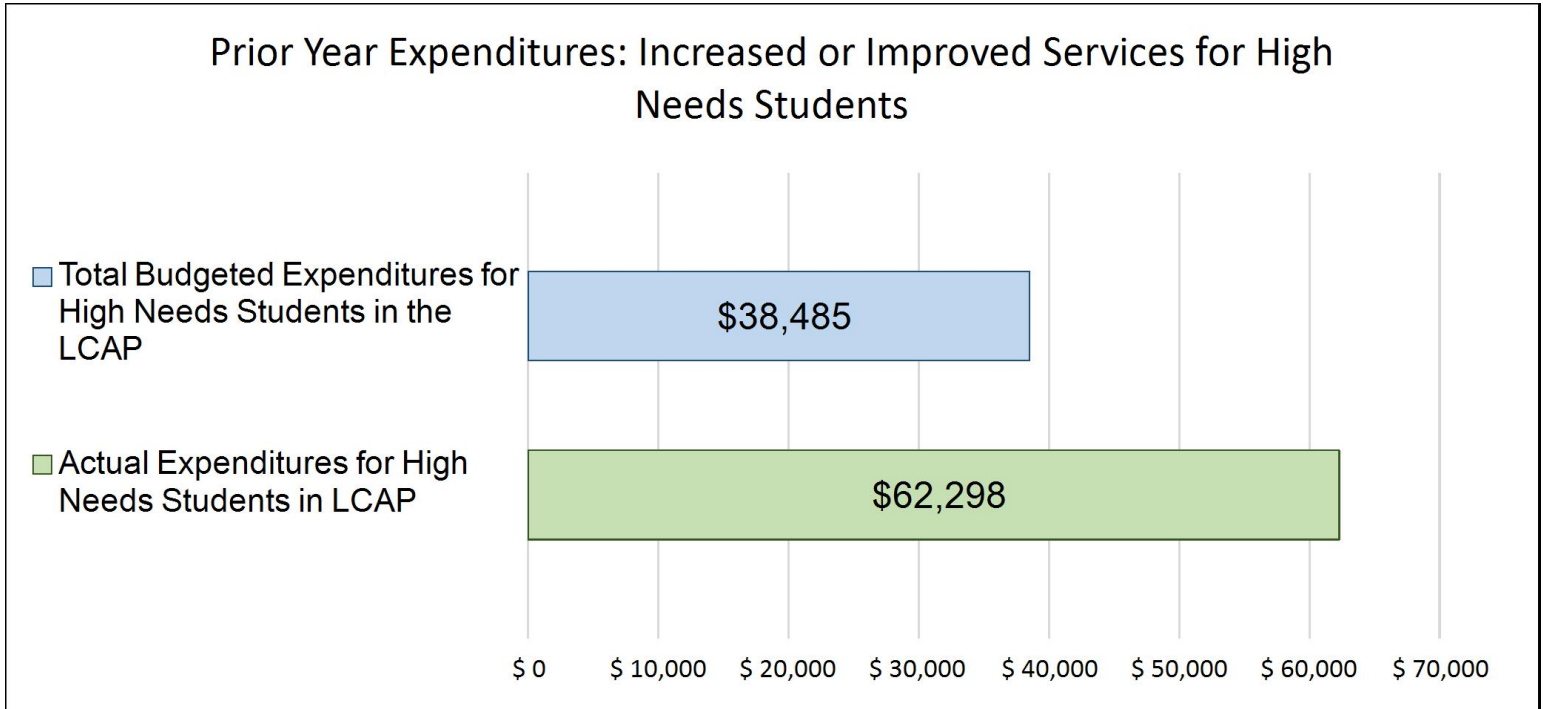
The text description of the above chart is as follows: Pleasant Valley Joint Union Elementary District plans to spend $1317116 for the 2023-24 school year. Of that amount, $94619 is tied to actions/services in the LCAP and $1,222,497 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Pleasant Valley Joint Union Elementary District is projecting it will receive $37082 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley Joint Union Elementary District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley Joint Union Elementary District plans to spend $37082 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$38,485
☐ Actual Expenditures for High Needs Students in LCAP	$62,298

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000 $ 60,000 $ 70,000

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

The text description of the above chart is as follows: In 2022-23, Pleasant Valley Joint Union Elementary District's LCAP budgeted $38485 for planned actions to increase or improve services for high needs students. Pleasant Valley Joint Union Elementary District actually spent $62298 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

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 fifty-six students enrolled at PVS. The student-to-teacher ratio averages 7:1. 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.

Professional Learning Communities (PLC) and shared leadership are highly valued at PVS because of their 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 six English Learners (11% of the school's population). Seventeen (30%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Six

students have IEPs. In addition, the district serves one pre-schooler who receives speech services. All students, with the exception of the pre-schooler, 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 2022 were very good. This continued a trend that we had been seeing. The data, for example, from the 2021 CAASPP assessment for both English language art and mathematics was better than the state and county average. The data shows that 66.67% of Pleasant Valley students were proficient or advanced in English language arts and 44.45% were proficient or advanced in mathematics in 2021. The state average for ELA in 2021 was 49.01% and the County of San Luis Obispo average was 55.22%. In mathematics, the state average in 2021 was 33.76% and the County of San Luis Obispo average was 43.04%. For English language learners, we also had an improvement over the previous year with 25% of the students reclassifying. The data from the 2022 CAASPP assessment for both English language art and mathematics was also better that the results from 2021. The data shows that for the 2022 testing year, 75.86% of Pleasant Valley students were proficient or advanced in English language arts and 68.97% were proficient or advanced in mathematics. The state average for ELA in 2022 was 47.06% and the County of San Luis Obispo average was 51.35%. In mathematics, the state average in 2022 was 33.38% and the County of San Luis Obispo average

was 38.57%. For English Language Development students, we did not see a huge jump in reclassifications. No students were reclassified in 2022.

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.

Our biggest area of need is to correct our chronic absenteeism rate. In past years, the issue had been isolated to only our Hispanic student population. Generally, our absenteeism rate overall was at 96%. However, for the 2021-2022 school year, we had a number of situations that occurred that helped to keep students from attending school regularly. Last year we had an increasing number of families that chose to take vacations during the school year. Many of these families either did not request or the students did not complete the independent study work that would have generated attendance. Last year, for a good part of the school year, we were required to ensure that students who either contracted COVID or lived in a home where someone had COVID either were quarantined or isolated at home. These absences also led to an increase in absences. Finally, in response to the mask mandate, ten families chose to pull their students out of school and requested independent study due to their protest regarding the mandated masks at school. Several of these students completed very little to no work on their independent study packets.

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. These past two years there has been a small improvement in parent participation in these types of meetings. The number of parents who show up for these meetings has gone from none to only one or two parents to at least two and sometimes four parents. The main reason for this increase probably has to do with the fact that these meetings during school closures due to the pandemic were held virtually, which seems to make it easier for many of our parents to attend. As a result, we continued the trend of virtual meetings for some of our required meetings. We have also had fewer than the desired number 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. It is our hope that once parents become more comfortable with attending parent workshops and learning how their children are learning in the classroom, they will be more willing to attend future meetings in which decisions are made about school programs are discussed.

LCAP Highlights

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

For the 2023-2024 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, 2021-2022. and 2022-2023 LCAPs. 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 ensure 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.

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 their academic needs.
4. Provide additional both certificated and classified staff to minimize the ratio between staff and students
5. Provide students with additional opportunities to master the standards and achieve academic success in after-school programs
6. Continue to implement and expand the RTI interventions (Tier 2 and Tier 3) 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 improved student attendance
10. Continue with 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

Support for Identified Schools

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

In consultation with our educational partners, Pleasant Valley School has developed a five-part plan to address chronic absenteeism. In creating this plan, all subgroups, including special education students, English language development students, unhoused students, and low-income students, have been considered.

The data was compiled and initially analyzed by the administrator. The educational partners were given the data information while protecting the privacy of individual students and families. Through the analysis of the data, we found that most of our students had excellent attendance for the 2021-2022 school year. However, there were twenty-one students who missed more than 10% of the school year due to absences.

The root cause was found to be fourfold. The first cause of our chronic absenteeism was the quarantining and isolating requirement to protect the school community from COVID-19, which created many absences. Sixty school days were lost as a result of COVID-19. The second root cause was that several students requested and were given short-term independent study contracts. A total of one hundred and nineteen days were requested. While analyzing this data, we discovered that one additional step was required in our SIS program before the work that students completed would count toward attendance. As a result, regardless of how much work was completed on the short-term independent study contracts, no attendance credit was earned for those one hundred and nineteen missed days. The third root cause of our attendance problem was the number of students whose parents pull them from school for brief vacations during regular school time. This has traditionally been a problem for the district, particularly with some in our Hispanic population. Families plan and take extended trips during the school week and do not request a short-term independent study contract. During the 2021-2022 school year, thirty-two school days were lost due to this type of absence. The fourth root cause of our chronic absenteeism during the 2021-2022 school year was that the administration did not communicate with families often enough about attendance expectations and outcomes.

Through this analysis, we found that a key takeaway is that we need to revamp our communication and record-keeping systems.

Monitoring and Evaluating Effectiveness

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

In consultation with our educational partners, Pleasant Valley School has developed a five-part plan to address chronic absenteeism. These actions were planned in order to meet the needs and correct the root causes of the chronic absenteeism rates that were recorded for the 2021-2022 school year.

The first part of the plan involves a campaign to educate parents and students about expectations for school attendance. Information about the four other pieces of this improvement program will be shared at the same time. This action should address, in part, the actions of families when they pull their children out for mid-week vacations from school.

The second part of the plan involves utilizing the partnership between ParentSquare, our communication platform with parents, and AERIES, our school information system. We will enable the system to send daily notifications to parents regarding absences and tardies. Parents will be able to utilize the system to respond quickly to why their son or daughter has been absent. This action will address the need to improve communication and attendance expectations with families.

The third part of the plan involves sending regular formal letters through the US mail regarding excused and unexcused absences. The letters will include policies about attendance and truancy, the number of absences a student has accumulated, and the percentage of the school year the student has been absent. These letters have always been more informal in the past, given the nature of our school; however,

moving forward, they will be more systemized and more formal and sent out at least every six weeks throughout the school year. This action will also address the need to improve communication and attendance expectations with families.

The fourth part of the plan involves updating and systematizing our current short-term independent study contracts and practices. In the past, teachers have attempted to ensure that the students would not fall behind if they went on a short-term independent study contract. They spent a lot of time trying to provide multiple assignments to ensure the students could keep up. Unfortunately, the result of this has been that far too many students either only partially complete or failed to complete any of the work their teachers have given them. A more generic independent study packet will be created, making it much easier for parents and students to comply with the work required to complete an independent study packet. In addition, the school's attendance clerk will implement all of the proper steps in our SIS to ensure we are correctly coding short-term independent study absences so we receive full credit for the work students complete toward attendance.

The fifth part of the plan involves a monthly attendance incentive for students. Individual classrooms that have maintained at least a 95% attendance rate in any given month can earn five extra minutes of recess for one or more days. An individual classroom that has maintained at least a 95% attendance rate at the end of the school year will have an ice cream party.

Many of these steps will be monitored on a trimester basis. The administrator and/or the attendance clerk will run reports in November, March, and June at the end of each trimester of school. Information about individual student's attendance percentage rates will be gathered to monitor progress. This information will be shared with educational partners. In addition, independent study completion rates will be collected and shared with educational partners. Average student attendance numbers will be collected every month and used for the incentive drawing for students.

Engaging Educational Partners

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

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

Two surveys were developed to encourage anonymous input early in the LCAP development phase. One was designed for parents and staff (classified, certificated, and administrator) 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 18% of the parents of the students at Pleasant Valley participated in the general LCAP survey. Almost all of the students in grades three through six participated. Communication about these surveys was sent out to staff during our monthly staff meetings, and to parents both in an email and in a ParentSquare post in both January and again in March. 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.

An LCAP parent and community meeting was held in mid-April via Zoom.

A representative from the local SELPA also consulted with the district in early April 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 LCAP was discussed with staff during a staff meeting during the December meeting and the February meeting. The draft of the plan was shared with staff at the April staff meeting. Members of the School Site Council participated in planning and reviewed the draft of the plan at the April and May meetings.

Though the district does not currently have any bargaining units, the district's staff was consulted on the development of the LCAP in April and May. In addition, the district's Parent Teacher Organization, P.A.S.E., was consulted on the development of the LCAP at two separate meetings in April and May. Due to the small number of EL students, the district is 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.

The board reviewed the draft of the LCAP at the June 7th board meeting where the plan was available for the public to review. The document was also available for ten days to encourage public comment. The LCFF local indicators were also presented at the same meeting.

A summary of the feedback provided by specific educational partners.

The feedback for improvements from the students included the following:
- Five students reported that they didn't have anyone to talk to about their problems at school.
- Six students reported that they did not feel a part of the school.
- Five students reported that they did not feel they were treated fairly when they broke the rules.

- Four students reported that they did not feel that the adults at the school tell them when they do a good job.
- Other comments made by individual students were they really like the after-school class offerings, but they wish that there were more of them. Several students reported that they really love the school.

Feedback for improvements from parents, staff, and members of the community who completed the survey included the following:
- Three of the ten parents responding felt that we need to increase opportunities for parent volunteering.
- Four of the ten parents felt that they would like more communication from the teacher regarding their child.
- One parent felt we could do more to challenge GATE students.
- One person felt the school did not do enough to prepare students for college and careers.
- One parent felt the exterior of the school could use some repairs.
- One parent felt there should be more field trips.

Feedback for improvements from parents at the PASE meeting, the School Site Council meeting, and the general LCAP meeting included the following:
- Parents would like more paper copies of school announcements to go along with the ParentSquare announcements
- The PASE parents would like their announcement included in the ParentSquare messages sent by the school. In the past, not all messages have been included.
- The staff that attended the School Site Council meeting asked that we could start with the student tutoring and assessment cycle earlier in the school year for the upcoming year.
- Parents also indicated that they would like the district to have after-school daycare again
- A parent said that the district's website could be updated to include QR codes since that is how many now communicate information, and many parents are familiar with using them.
- One suggestion from a parent was that to gain more parent participation in school business meetings, the superintendent might engage in more one-on-one conversations with parents regarding the issues.

Feedback for bargaining units and all staff for improvements include the following:
- Teachers and staff felt that the plans we have put into place in our previous LCAPs should be continued. They felt that the parent workshops, aside from the first one, had not been attended. They felt we should give the plan another year and then reevaluate the action for next year's LCAP.

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

One aspect of the LCAP that was influenced by the student feedback was the continuation of funding for enrichment opportunities. We plan to use continue to use LCAP funds in conjunction with Expanded Learning Opportunities Plan funds to try to offer after-school sports programs. In the past, the plan already had funds set aside for afterschool enrichment, but the plan now has additional funds and includes sports offerings. One challenge to this increase continues to be the ability to find qualified staff to run the programs. Another major area of

change will be the ability of parents to be more involved in the day-to-day aspects of the school.   A redoubled effort to communicate and follow up on school attendance will also be part of the plan for the district moving forward. The administrator noted the parent's comment that we could improve our communication about the importance of attendance and will redouble communication efforts moving forward. Data analysis and educational partner feedback influenced our endeavors to reduce chronic absenteeism. The district has been attempting to hire someone to do after-school daycare for the past two years but has been unable to find a qualified person willing to work those specific hours. The district website is scheduled to be reworked during the summer and early fall of 2023. The parent suggestions will be applied at that time.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum as demonstrated through student academic achievement growth on state and local assessments. (State Priorities: 1, 2, 4, 7, 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.

The results from the 2022 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, educational partner meetings notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The analysis of this data and input has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. Due to the global pandemic and the extended distance learning that took place a year ago, there are still some concerns for Priority 4 and Priority 8. The data shows that there has been some learning loss with the onset of the global pandemic. This is due, in part, to the long period of distance learning for some students, particularly for students who came to us from other districts at the start of the 2023-2024 school year. There are no concerns for Priority 7. The metrics described below were selected to ensure that the progress that we have made in 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	Data Year: 2021 Data Source: District Records	Data Year: 2022 Data Source: District Records	Data Year: 2023 Data Source: District Records		No William's Uniform Complaint Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	No William's Uniform Complaint Reports	No William's Uniform Complaint Reports	No William's Uniform Complaint Reports		
Highly Qualified Teachers	Data Year: 2021 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed.	Data Year: 2022 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed	Data Year: 2023 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed		100% of the teachers are appropriately assigned and fully credentialed
Access to Standards Materials	Data Year: 2021 Data Source: District Records All students have access to all standards based materials.	Data Year: 2022 Data Source: District Records All students have access to all standards based materials.	Data Year: 2023 Data Source: District Records All students have access to all standards based materials.		All students have access to all standards based materials.
CAASPP English Language Arts Results Adjusted: Met or Exceeded Standard	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Data Year: 2021 Data Source: DataQuest All: 66.67% EL: 60.0% SWD: 57.1% LI: 52.9%	Data Year: 2022 Data Source: DataQuest All: 75.86% EL: 100% SWD: 50% LI: 72.73%		Original: TBD once results become available. Adjusted: All: 72% EL: 65% SWD:61 % LI: 555%
CAASPP Mathematics Results Adjusted: Met or Exceeded Standard	TBD once results become available. Data Year: 2020 Data Source:	Data Year: 2021 Data Source: DataQuest All: 44.45% EL: 0%	Data Year: 2022 Data Source: DataQuest All: 68.97% EL: 50%		Original: TBD once results become available. Adjusted: All: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Suspended due to Executive Order N-30-20	SWD: 28.6% LI: 29.4%	SWD: 25% LI: 81.82%		EL: 25% SWD: 35% LI: 35%
English Language Learner Reclassification Adjusted: Moved up on band on the ELPAC and percentage reclassified	Data Year: 2020 Data Source: ELPAC and district records 5% of the students move up at least one band on the ELPAC assessment. 7% of the students reclassified	Data Year: 2021 Data Source: ELPAC and district records 62.5% of the students move up at least one band on the ELPAC assessment. 50% of the students reclassified	Data Year: 2022 Data Source: ELPAC and district records 25% of the students move up at least one band on the ELPAC assessment. 0% of the students reclassified		Data Source: ELPAC and district records Adjusted: 75% of the students move up at least one band on the ELPAC assessment. 50% of the students reclassified
Long Term English Language Learner Percentage	Date Year: 2020 Data Source: ELPAC 45.8% of the students who were in the 5 year or more cohort assessed to be proficient	Data Year: 2021 Data Source: ELPAC 50% of the students who were in the 5 year or more cohort assessed to be proficient	Data Year: 2022 Data Source: ELPAC 0% of the students who were in the 5 year or more cohort assessed to be proficient		Data Source: ELPAC and Adjusted: 60% of the students who were in the 5 year or more cohort assessed to be proficient
STAR Reading Assessment	Data Year: May 2021 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 0.9% months of growth	Data Year: March 30, 2022 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 1.0% months of growth	Data Year: March 23, 2023 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 0.5% months of growth		Data Source: Renaissance Learning Overall growth on STAR reading assessment is 1.25% months of growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	Data Year: 2021 Data Source: District Records 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	Data Year: 2022 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are still at the implementation stage for the social studies	Data Year: 2023 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are still 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	Data Year: 2021 Data Source: District Records 100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.	Data Year: 2022 Data Source: District Records 100% of the students have access to enrichment programs, which include music, art and drama as well as many CTE strands.	Data Year: 2023 Data Source: District Records 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 have access to enrichment programs, which include music, art and drama as well as many CTE strands.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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

Action #	Title	Description	Total Funds	Contributing
1.2	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.	$5,000.00	No
1.3	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 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.	$2,500.00	No
1.4	Instructional Aides	Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner 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. In addition, results from surveys and conversations regarding students	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions. As noted in the metric section, English learners, low socio-economic students, and students with disabilities need additional academic support compared to all students. To address this need, we considered a pull-out environment where the students work with a separate teacher. However, based on research and instructional best practices, instructional aides providing the scaffolding the students need to access their grade-level materials in the classroom setting would eliminate the learning loss low socio-economic, English learners, and students with disabilities would experience if pulled away from grade-level instruction with their peers. The need for these services is greatest during the actual school day. Pleasant Valley will provide one or more instructional aides to push into the classroom during the school day. The number will be determined based on the actual class size. Instructional aides will receive training in how to work with low socio-economic, English learner students, and students with disabilities or small groups of students both for academic needs as well as behavioral or social/emotional. These supports include providing additional scaffolds, language support, behavioral interventions, and other strategies identified to support student needs. We expect that the CAASPP ELA and Math scores for low socio-economic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.		

Action #	Title	Description	Total Funds	Contributing
		Pleasant Valley expects that ELA and math scores for low socio-economic, English learners, and students with disabilities will increase by 2.5% every year for the next three years.		
1.5	Small Group Response to Intervention (RTI) Reading	Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner 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. In addition, results from surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions. As noted in the metric section, English learners, low-income students, and students with disabilities are in need of additional academic support in comparison to all students. 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 inform 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. This action will help to eliminate the learning loss low-income, English learners, and students with disabilities would experience if pulled away from grade-level instruction with their peers. 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)	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 check each student's reading level regularly will improve our tiers of interventions as well as provide important information for small group instruction in the classrooms. We expect that the CAASPP ELA and Math scores for low-income, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. Pleasant Valley expects that ELA and math scores for low-income, English learners, and students with disabilities will increase by 2.5% every year for the next three years.		
1.6	After-School Tutoring and Homework Help	Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner 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. In addition, results from surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions.	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
		As noted in the metric section English Learners, low-income students, and students with disabilities are in need of additional academic support in comparison to all students. To address this need, we tried to devise a way to help students with their homework and learning issues. Because we were uncomfortable taking valuable time from the regular school day, after-school scheduling was essential. Based on research and instructional best practices, immediately helping students with the "I do" portion of their student work enables them better understand and remember their learning, which allows them be better able to use the new learning in the future. Providing this additional scaffolding for students who need assistance accessing their grade-level materials in the classroom setting would eliminate the learning loss low-income English learners, and students with disabilities would experience if left on their own to complete homework. Parents of English learners, low socio-economic students, and students with disabilities 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. 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 amount set aside for this action item was increase from last year due to increase staffing and cost. We expect that the CAASPP ELA and Math scores for low-income, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.		

Action #	Title	Description	Total Funds	Contributing
		Pleasant Valley expects that ELA and mathematics scores for low-income, English learners, and students with disabilities will increase by 2.5% over the next three years.		
1.7	Library Technician	Based on input and local STAR data, the following actions and services are designed to support the needs of English learners, low-income, and students with disabilities.

Educational partner surveys and conversations with the families of English Learners, low socio-economic, and students with disabilities indicate numerous challenges preventing students from participating in independent study learning opportunities and/or in-class assignments.

As noted in the metric section, English learners, low socio-economic, and students with disabilities require additional academic support in comparison to all students on the STAR reading assessment.

To address this need, we considered additional after-school 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 low-income, English learners, students with disabilities, and others with similar struggles.

The Library Technician provides individual and small group tutoring reading support. The Library Technician also provides ongoing support to allow for access to the supplemental curriculum and online reading materials. The supports are designed to provide additional scaffolds to increase access and success in reading in the areas of reading comprehension and general literacy skills. 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. | $25,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		We expect that the STAR reading scores for low socio-economic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs of most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis. Pleasant Valley expects that STAR reading scores for low socio-economic, English learners, and students with disabilities will increase by 2.5% every year for the next three years.		
1.8	Update Technology	The administration will update and replace classroom projectors, document cameras, library, server equipment, office technology, and Chromebooks as needed. This will provide some of the necessary infrastructure so that teachers can reach all of their students, both for in-person instruction and for distance learning (when needed). This will also ensure that if we ever have to temporarily close the school for safety sake due to an emergency, students will continue to have access to learning from their homes.	$4,000.00	No

Goal Analysis [2022-23]

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

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

We were largely successful in achieving this goal. We had substantial academic gains due to our rigorous, relevant, and engaging instruction in most areas. At the end of the 2021-2022 school year, our students were better prepared for the next grade level. English language learners and low-income students improved in both English language arts and mathematics. Students with disabilities dropped very slightly in both English language arts and mathematics. The school had only two long-term English language learner students in the 2021-2022 school year. Neither of the students was reclassified. Our overall STAR reading thus far into this school year is behind the pace of what it was last school year. We were able to implement the expanded homework club, the three-times-a-week tutoring, and pull-out time for teachers to be able to engage in response to intervention assessments on reading with their students this school year. The teacher who was hired to do the pullout assistance for testing was not able to start until after the start of the second trimester. At the end of the 2021-2022 school year, we

had two instructional aids that gave notice. We could only replace one of the instructional aides with a qualified replacement. After failing to find a replacement, we chose not to replace the aide because the size of the kindergarten class was so small. An aide in that class was not necessary.

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

One of the material differences between the plan and what was put in place for the 2022-2023 school year was that we could not replace one of the instructional aides that quit at the end of the 2021-2022 school year. Because the kindergarten class only ended up having seven students, we decided not to replace the aide in the classroom when we could not find a qualified candidate. In addition to not replacing an instructional aide, we did not spend what we thought we would spend on curriculum and professional development. For actions designed to improve services for low-income, English language development, and students with disability populations, we had anticipated a 2.5% increase in English language arts and mathematics scores. The growth in English language arts and mathematics for both low-income and English language learners was significantly above 2.5%. There was a slight drop in growth for students with disabilities in both English language arts and mathematics.

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

Through the use of one-on-one or small group help with the tutors, the instructional aids, and the after-school homework club, we were able to make growth, specifically in reading, writing, and mathematics. All three of these actions, in addition to the substitute teacher, were brought in to allow the teachers to individually assess each student every 4 to 6 weeks, helping create a more cohesive response to intervention program. Information gathered by the assessments helped teachers form small groups or direct the tutors into the areas where each student needed additional help.

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.

There are no substantive changes planned to either the goal or the actions from last year's LCAP. If our class sizes permit it, we will bring back the second instructional aide. The decision will be made during the summer of 2023 based on our enrollment numbers.

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

Goals and Actions

Goal

Goal #	Description
2	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 is also to provide all students access to areas of sport and enrichment that they would not usually 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	Data Year: 2021 Data Source: District Records 94.8% attendance	Data Year: As of March 14, 2022 Data Source: District Records 93.2% attendance	Data Year: As of March 28, 2023 Data Source: District Records 92.7% attendance		96.2% attendance
Chronic Absenteeism	Data Year: 2021 Data Source: District Records 7% of the students qualified as being chronically absent	Data Year: As of March 14, 2022 Data Source: District Records ___% of the students qualified as being chronically absent	Data Year: As of March 28, 2023 Data Source: District Records 21.4% of the students qualified as being chronically absent		Fewer than 4% of the students will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension Rates	Data Year: 2021 Data Source: District Records 0%	Data Year: As of March 14, 2022 Data Source: District Records 0%	Data Year: As of March 28, 2023 Data Source: District Records 0%		Maintain 1% or better
Pupil Expulsion Rate	Data Year: 2021 Data Source: District Records 0%	Data Year: As of March 14, 2022 Data Source: District Records 0%	Data Year: As of March 28, 2023 Data Source: District Records 0%		Maintain 0%
School Safety and Connectiveness	Data Year: 2021 Data Source: District Records Nineteen students whose social/emotional needs have been address by staff during the school year as referenced in the student LCAP survey	Data Year: As of March 14, 2022 Data Source: District Records Six students have had their social/emotional needs addressed by staff as referenced in the student LCAP survey	Data Year: As of March 28, 2023 Data Source: District Records Twelve students have had their social/emotional needs addressed by staff as referenced in the student LCAP survey		Five students whose social/emotional needs have been address by staff during the school year as referenced in the student LCAP survey
Bullying	Data Year: 2021 Data Source: District Records One student reported being bullied by a fellow student during the 2020-2021 school year.	Data Year: As of March 14, 2022 Data Source: District Records One student reported being bullied by a fellow student during the 2021-2022 school year.	Data Year: As of March 28, 2023 Data Source: District Records No students reported being bullied by a fellow student during the 2022-2023 school year.		Zero students report being bullied by a fellow student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
William's Complaints - Facilities	Data Year: 2021 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2022 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2023 Data Source: No Williams Complaints Facilities in good repair.		No Williams Complaints. Facilities in good repair.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Attendance	The administration and staff of PVS will enhance the implementation of 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 in the number of students excused and unexcused tardies, and increase in 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. Ensure proper coding of independent study in the student information system records. These actions will improve the overall student achievement of all students. In addition, a campaign to educate parents and students about attendance expectations will be implemented. Enhanced use of the AERIES and ParentSquare attendance features to include increased and more timely communications will be implemented. An update and simplification of the short-term independent study contracts and expectations will be created and put into place.	$1,000.00	No
2.2	Enrichment Opportunities	The school's administration and staff will continue to provide students with many educational opportunities including assemblies, programs,	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 classes 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.		
2.3	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
2.4	Social/Emotional Health and Student Bullying Amended:	The staff will continue to use the Second Step social/emotional and bullying materials to instruct students on how to work on their own social/emotional health. The administration and staff will implement an embedded social/emotional and anti-bullying curriculum into their regular lesson plans. At this time, no further training is needed to implement these programs.	$0.00	No

Goal Analysis [2022-23]

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

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

The school attendance funds were used to purchase gift cards as incentives to encourage students to maintain at least a 95% attendance rate. They were put into place late in the school year. There were not as many field trips during the 2022-2023 school year as there had been in the past year. However, the fifth/sixth graders did attend Camp KEEP for a week in the spring. Other enrichment funds were not spent on assemblies because the administrator was able to arrange free assemblies for the students from CalFire and SLOARTS.

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

Roughly half of what was budgeted for physical education equipment was spent. Two-thirds of what was budgeted for enrichment opportunities was spent. Most of the funds for school attendance was spent.

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

Looking back at the year, our first priority was to try to include all of the school events, both during the school day and after school, back into our calendar. Except for the Winter Program, which had to be canceled due to a very bad period of students and staff contracting the flu in December, all other school events were put into place. These included the Harvest Festival, Thanksgiving Feast, D.E.A,R Day, Egg Hunt, Color Run, Track and Field Day, and End-of-the-Year Celebration. We did not have as many school assemblies or field trips during the 2022-2023 school year. With the use of Expanded Learning Opportunity Plan Grant Funds, we were able to offer more after-school enrichment opportunities.

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.

There were no changes to the planned goal, metrics, desired outcomes, or actions this past school year.

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

Goals and Actions

Goal

Goal #	Description
3	Pleasant Valley School will 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
Efforts to Seek Parent Input	Data Year: 2021 Data Source: District Records Zero to three parents attend meetings	Data Year: 2022 Data Source: District Records Two to four parents attend meetings	Data Year: 2022 Data Source: District Records Two to four parents attend meetings		Three to six parents attend meetings

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	$4,169.00	No

Action #	Title	Description	Total Funds	Contributing
		the sharing of information between school and home and give parents an easy way to get more information or seek help from the school. Increased use of paper flyers, in addition to the ParentSquare posts, will be put into place.		
3.2	Parent Workshops	Based on parent survey data, the following actions and services are designed to support the needs of parents in their efforts to partner with the school to help their children be more successful in school. In conversations with these parents, they indicate that they struggle to help their children with Common Core math, reading, technology, and homework help. As noted in the metric section, parents have traditionally not been active participants in school events that do not involve fun school activities or celebrations. The district recognizes a need to help educate parents about what happens with their child's academic instruction. To address this need, we considered sending home more parent information flyers or trying to continue helping parents only on a one-on-one basis. Ultimately, the staff felt that parent workshops with hands-on materials were the best approach. To do this, 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, and how to access technology to keep track of a student's performance in class and on state standards. Helping parents become partners in their student's academic instruction will help with parent communication and 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.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		The district had the needs of unduplicated students in mind when it determined to provide this additional staffing and service. Results from the parent, staff, and student surveys and conversations with the families of English Learners, low socio-economic students, and students with disabilities 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 supporting their child with modern Common Core mathematics. Teachers in the past have attempted to work individually with parents, but the need is more extensive than they can handle. Hence, we needed to create parent workshops. We expect that the parent workshops will help all families and, ultimately, all students, but they will particularly benefit the parents of English language learners and low-income families who often lack the resources to find help on their own. Because we expect that all students and parents will benefit from this action, it is being offered LEA-wide. Pleasant Valley expects parent participation in future planning meetings to increase by 1% every year for the next three years.		
3.3	Parent Newsletters Amended:	The PVS administration will provide parents with a copy of the Parent Institute newsletters in English and Spanish each month. This monthly newsletter provides information that helps parents better help their children be more successful academically and socially/emotionally.	$450.00	No

Goal Analysis [2022-23]

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

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

The parent workshops that had been planned were not put in place for the 2022-2023 school year. That was partly because the attendance at the workshops the previous year was very poor. The first workshop last year in February was very well attended, but for the second

workshop, only two parents attended, and for the final workshop, only one parent attended. This year, the administration was unable to find any of the four teachers who were willing to run any workshops. They believe that they will be able to do so next year, however.

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

The district did not spend any funds on parent workshops and spent only half of what was budgeted for increased communication.

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

We increased our communication using the ParentSquare platform, but a couple of parents asked that we also continue with the paper flyers more often. Comparing the feedback from the 2022-2023 to the feedback from the 2021-2022 school year showed improvement in the number of parents that stated that they would like to have more communication from the school and teachers.

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.

Other than not creating or implementing parent workshops during the 2022-2023 school year, no changes were made to the planned goal, metrics, desired outcomes, or actions.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
37082	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.75%	0.00%	$0.00	6.75%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action while allowing other students also to benefit as\if needed. We expect that by providing these actions\services to meet the unique needs of our English learners and\or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s) and be effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our English learners and\or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or other attributes, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs.

The contributing "wide" actions in this plan are:
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Goal 1; Action 4: Instructional Aides:

Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partners' surveys and conversations with the families of English Learners, low socio-economic, and students with disabilities indicate numerous challenges preventing students from accessing their learning due to areas of academic or behavioral need.

As noted in the metric section, English learners, low socio-economic, and students with disabilities require additional academic support compared to all students.

To address this need, we considered a pull-out environment where the students work with a separate teacher. However, based on research and instructional best practices, instructional aides providing the scaffolding the students need to access their grade-level materials in the classroom setting would eliminate the learning loss low socio-economic, English learners, and students with disabilities would experience if pulled away from grade-level instruction with their peers. The need for these services is greatest during the actual school day.

Pleasant Valley will provide instructional aides to push into the classroom during the school day. Instructional aides will receive training in how to work with low socio-economic, English learners, and students with disabilities or small groups of students both for academic needs as well as behavioral or social/emotional. These supports include providing additional scaffolds, language support, behavioral interventions, and other strategies identified to support student needs.

This action is being provided on an LEA-wide basis, and we expect/hope that all students who struggle will benefit. However, because of the lower academic achievement rates of our unduplicated students, we expect that the CAASPP ELA and Math scores for low socio-economic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups.

Pleasant Valley expects that ELA and math scores for low socio-economic, English learners, and students with disabilities will increase by 2.5% every year for the next three years.
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Goal 1; Action 7: Library Technician:

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

Educational partner surveys and conversations with the families of English Learners, low socio-economic students, and students with disabilities indicate numerous challenges preventing students from participating in independent study learning opportunities and/or in-class assignments.

As noted in the metric section, English learners, low socio-economic students, and students with disabilities require additional academic support compared to all students on the STAR reading assessment.

To address this need, we considered additional after-school 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 low-income, English learner pupils, students with disabilities, and others with similar struggles.

The Library Technician provides individual and small group tutoring reading support. The Library Technician also provides ongoing support to allow for access to the supplemental curriculum and online reading materials. The supports are designed to provide additional scaffolds to increase access and success in reading in the areas of reading comprehension and general literacy skills. 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 used 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.

We expect that the STAR reading scores for low socio-economic, English learner students, and students with disabilities will increase significantly, as the program is designed to meet the needs of most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.

Pleasant Valley expects that STAR reading scores for low socio-economic, English learners, and students with disabilities will increase by 2.5% every year for the next three years.

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

Pleasant Valley Joint Union Elementary School District has demonstrated it has at least met/exceeded the 6.75% proportionality percentage, as required by providing increased/improved services to our English learners and/or low-income students equivalent to a 6.75% proportionality percentage based on the contributing actions/services in this plan. It is important to note we are meeting the minimum proportionality percentage by providing services principally directed toward the unduplicated student population, as summarized in the prompt above. Building on the information provided in the prior prompt response above, the services below contribute to increasing or improving services for English learners, students with disabilities, and/or low-income students by the percentage indicated above, as explained in the language of each unique action. The district does not have foster youth students and has historically never had foster youth students.

The increased services provided by the instructional aides provide all students with at least 900 minutes of additional instructional help. Because aides work with the most struggling students for most of their day, including 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 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 while 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 students' individual needs. 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 historical 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. Pleasant Valley expects that ELA and math scores for low socio-economic, English learners, and students with disabilities will increase by 2.5% every year for the next three years.

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. Pleasant Valley expects that ELA and math scores for low socio-economic, English learners and students with disabilities will increase by 2.5% every year for the next three years.

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

Pleasant Valley Joint Union Elementary School District does not qualify for this grant add-on.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$74,669.00			$19,950.00	$94,619.00	$70,419.00	$24,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	William's Requirements	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.2	Curriculum	All	$5,000.00				$5,000.00
1	1.3	Professional Development	All	$2,500.00				$2,500.00
1	1.4	Instructional Aides	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.5	Small Group Response to Intervention (RTI) Reading	All				$4,000.00	$4,000.00
1	1.6	After-School Tutoring and Homework Help	All	$5,000.00			$9,000.00	$14,000.00
1	1.7	Library Technician	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.8	Update Technology	All				$4,000.00	$4,000.00
2	2.1	School Attendance	All	$1,000.00				$1,000.00
2	2.2	Enrichment Opportunities	All	$5,000.00				$5,000.00
2	2.3	Physical Fitness Opportunities	All	$2,000.00				$2,000.00
2	2.4	Social/Emotional Health and Student Bullying Amended:	All	$0.00	$0.00	$0.00	$0.00	$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**3.1**	Increase Communication	All	$4,169.00				$4,169.00
3	**3.2**	Parent Workshops	All				$2,500.00	$2,500.00
3	**3.3**	Parent Newsletters	All				$450.00	$450.00
		Amended:						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$549,195	37082	6.75%	0.00%	6.75%	$50,000.00	5.00%	14.10 %	**Total:**	$50,000.00
								LEA-wide Total:	$50,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	2.5%
1	**1.7**	Library Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	2.5%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$113,727.00	$82,621.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	William's Requirements	No	$0.00	$0.00
1	1.2	Curriculum	No	$9,000.00	$3,949.95
1	1.3	Professional Development	No	$2,500.00	$2,800.00
1	1.4	Instructional Aides	Yes	$50,160.00	$26,314.00
1	1.5	Small Group Response to Intervention (RTI) Reading	No	$4,931.00	$2,500.00
1	1.6	After-School Tutoring and Homework Help	No	$5,625.00	$14,000.00
1	1.7	Library Technician	Yes	$22,736.00	$21,022.00
1	1.8	Update Technology	No	$4,000.00	$2,700.00
2	2.1	School Attendance	No	$700.00	$500.00
2	2.2	Enrichment Opportunities	No	$5,006.00	$3,156.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Physical Fitness Opportunities	No	$2,000.00	$1,200.00
2	2.4	Social/Emotional Health and Student Bullying Amended:	No	$0.00	$0.00
3	3.1	Increase Communication	No	$4,169.00	$4,130.00
3	3.2	Parent Workshops	No	$2,500.00	$0.00
3	3.3	Parent Newsletters Amended:	No	$400.00	$350.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$38,485.00	$72,896.00	$47,336.00	$25,560.00	5.00%	60.60%	55.60%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Instructional Aides	Yes	$50,160.00	$26,314.00	2.5	30.3%
1	1.7	Library Technician	Yes	$22,736.00	$21,022.00	2.5	30.3%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$957,569	$38,485.00	0.00%	4.02%	$47,336.00	60.60%	65.54%	$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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