LCFF Budget Overview for Parents

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

CDS Code: 40687916043186

School Year: 2022-23

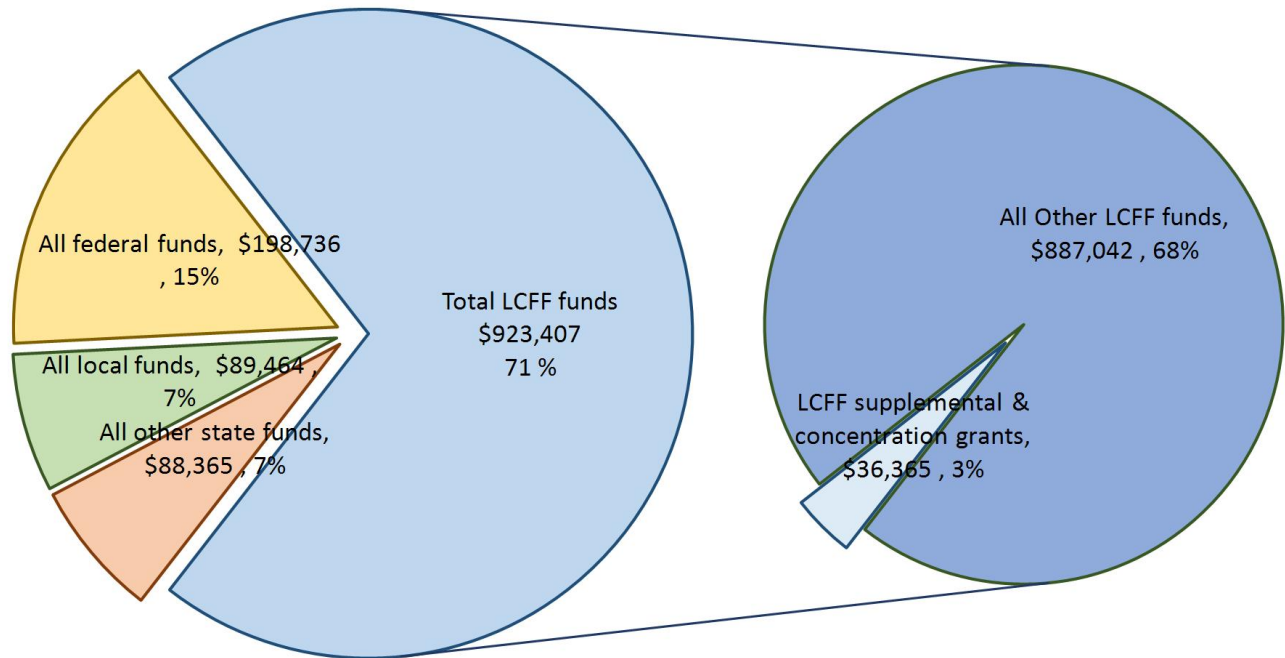LEA contact information:

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $198,736, 15%

All local funds, $89,464, 7%

All other state funds, $88,365, 7%

Total LCFF funds $923,407 71 %

All Other LCFF funds, $887,042, 68%

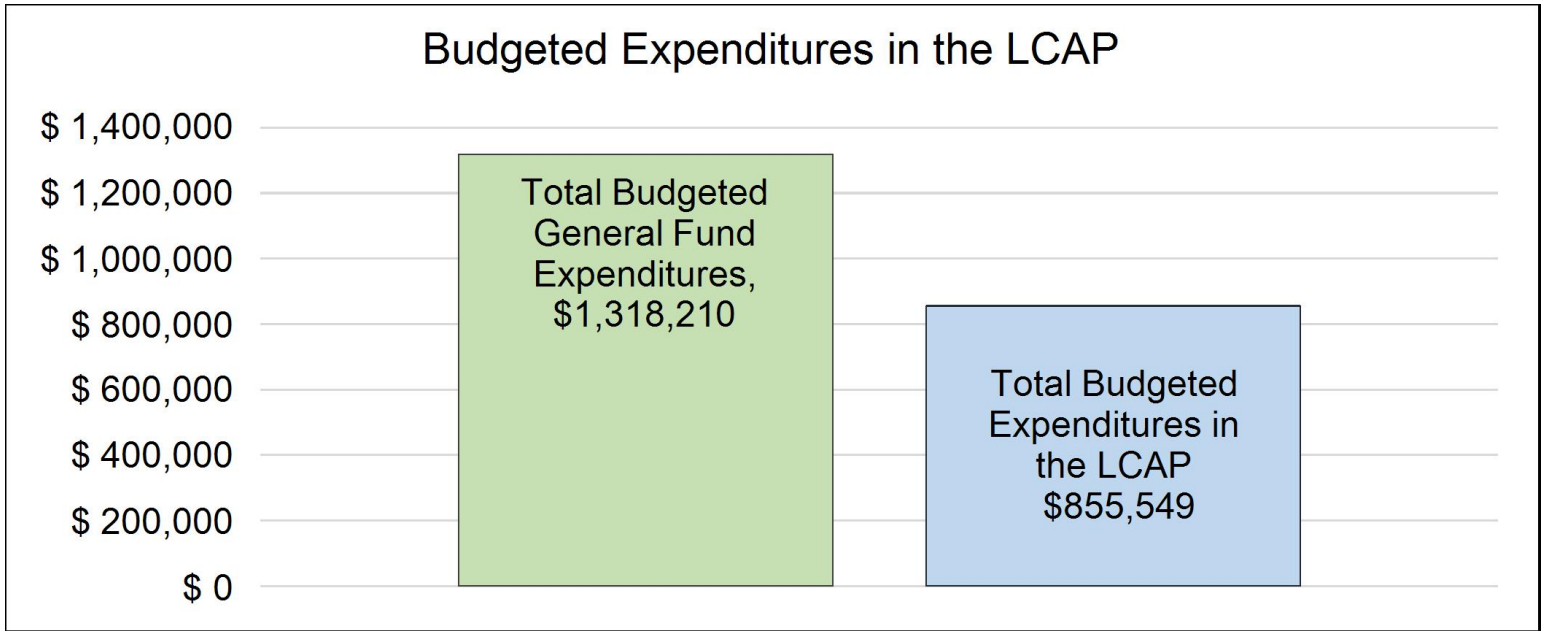LCFF supplemental & concentration grants, $36,365, 3%

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 $1,299,972, of which $923,407 is Local Control Funding Formula (LCFF), $88,365 is other

state funds, $89,464 is local funds, and $198,736 is federal funds. Of the $923,407 in LCFF Funds, $36,365 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,318,210

Total Budgeted Expenditures in the LCAP $855,549

This chart provides a quick summary of how much Pleasant Valley Joint Union Elementary District plans to spend for 2022-23. 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 $1,318,210 for the 2022-23 school year. Of that amount, $855,549 is tied to actions/services in the LCAP and $462,661 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
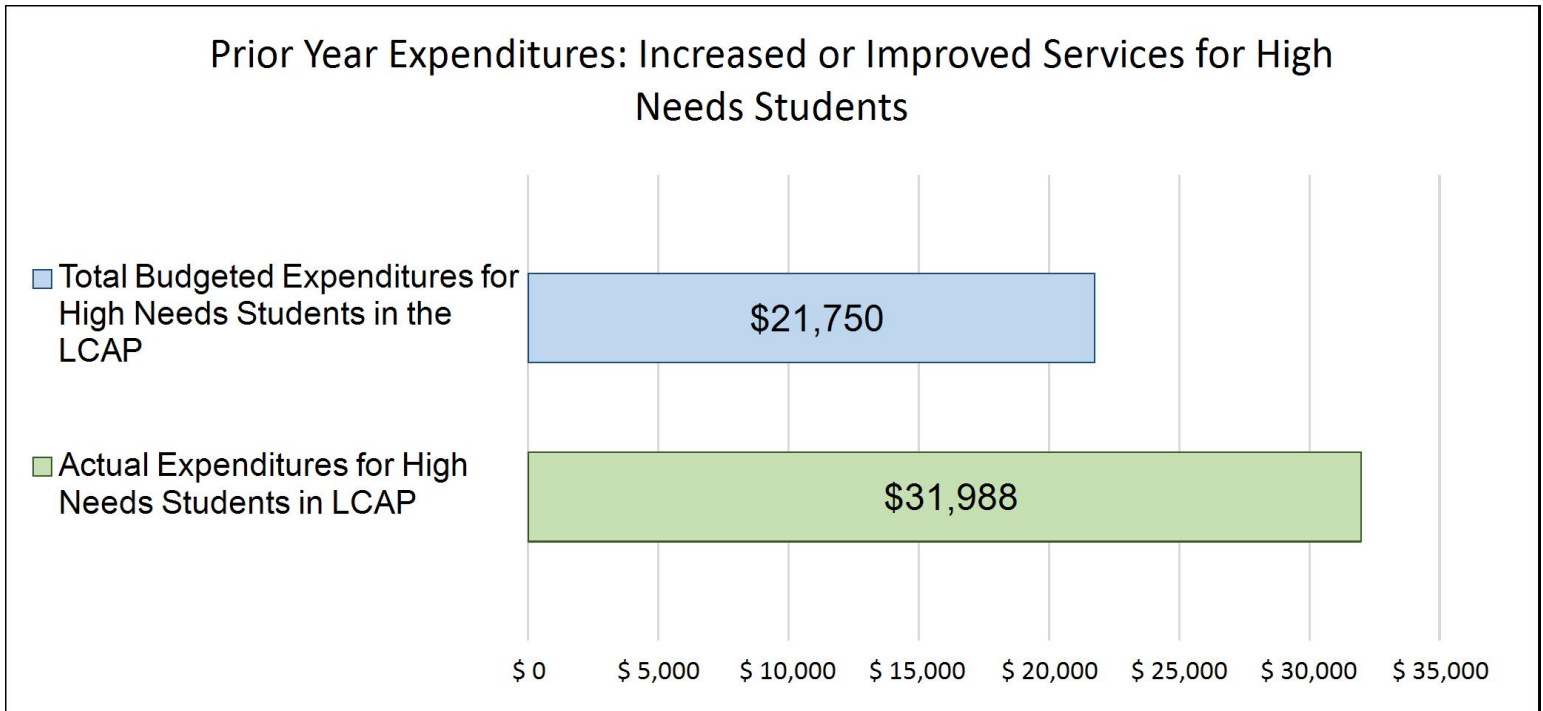
General Fund expenditures include all certificated and most of the classified salaries, benefits, books and supplies, services and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Pleasant Valley Joint Union Elementary District is projecting it will receive $36,365 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 $94,494 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 2021-22

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP: **$21,750**

□ Actual Expenditures for High Needs Students in LCAP: **$31,988**

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 2021-22, Pleasant Valley Joint Union Elementary District's LCAP budgeted $21,750 for planned actions to increase or improve services for high needs students. Pleasant Valley Joint Union Elementary District actually spent $31,988 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Pleasant Valley Joint Union Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district will continue to engage educational partners for further increases in funding.

The district received an additional $1,077 in LCFF funds since the adoption of the 2021-2022 district budget and the Local Control and Accountability Plan that were adopted on June 23, 2021. No additional educational partner meetings were held because the amount of money was so minor.

Early in the 2021-2022 school year, the district received $26,139 in Educator Effectiveness Block Grant Funds. Prior to the public meeting, which was held on November 10, 2021, and the board adoption on December 15, 2021, educational partners were invited to participate in an online survey in order to gather information prior to planning for the use of the Educator Effectiveness Block Grant Funds.

The district also received funds ($50,000) for the Expanded Learning Opportunities Program and the ($27,115) Pre-K Planning and Implementation Grant. Planning for these grants is underway. No expenditures, however, have been made towards these grants. Moving forward on these grants the district will engage educational partners in the important planning discussions.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The district does not qualify to receive additional Concentration Funding for the LCFF.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Pleasant Valley Joint Union Elementary School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as the district has sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan.

For the Local Continuity and Attendance Plan, which was approved by the board on September 23, 2020. The process for engaging the educational partners began in June 2020. Prior to the school ending that year, the district conducted a parent and staff survey asking for their all opinions on plans moving forward with re-opening. We have evidence that 100% of our families are reachable by ParentSquare (messages are being delivered and received). However, for some families, their access to longer texts of material is limited
based on the equipment they use to receive the posts and messages (smartphones versus home computers). For these families, which are largely our Spanish-speaking population, we have made follow-up phone calls to ensure parents understand what we are sending out.
The feedback we received, along with the various conversations and survey results we gathered inform the ultimate approaches we captured in the Learning Continuity Plan. A second survey for both parents and staff was conducted in preparation for the writing of the Learning Continuity Plan. The data was also used in the creation of the plan. The school also invited parents to an online Zoom meeting where they could discuss the draft of the plan moving forward. Staff also participated in an online Zoom meeting and gave their feedback on the draft of the plan. Teachers in the third through sixth-grade classes conducted a class discussion with their students and collected feedback from them regarding their opinions of the plan regarding their learning, whether it is online or in person.

The process for the Expanded Opportunity Grant was approved by the school board on May 12, 2021. Teachers, instructional aides, and the administration met in several formal and informal meetings to discuss plans for including extended learning opportunities for the 2020-2021 school year during the summer, during the 2021-2022 school year in the after-school program, and during the 2021-2022 school year for targeted tutoring for English language learners. Staff was surveyed to see how many would be available to work during the summer or for extended hours during the 2021-2022 school year. The parents had two opportunities to participate in the discussion about the extended learning plan. The first was an open Zoom meeting on Tuesday, April 13th, and the second was for those who attended the school's PTA meeting on Wednesday, April 21st. The school board also had the opportunity to talk about the plan as it was presented at a regular board

meeting on Wednesday, March 10th. Parents were also surveyed to see how many would be interested in participating during the summer. More than one-third of the students were initially enrolled in the summer school program. Parents and board members expressed their support for the district's plan. One additional suggestion is that the district uses some of the funds to support social/emotional learning for the students.

The process used to prepare and plan the ESSER III began with preparing for the LCAP plan. At that time, educational partners meetings, two-parent surveys, and one student survey were put into place. When it came to focusing only on the ESSER III plan, the following steps were taken. On June 6, 2021, the district submitted the legal assurances. The district also completed the Safe Return to In-Person Instruction and Continuity of Services plan on September 10, 2021, after the district's School Reopening Plan had been updated for the seventh time and had received approval by the school board on September 8, 2021.

Beginning with a series of smaller meetings with school site staff (which included administration, teachers, and instructional aides) to conduct a needs assessment and to begin the brainstorming needed to produce the plan. The superintendent spoke with two different administrators at the San Luis Obispo County Office of Education. In addition, she spoke to representatives from Lucia Mar, Paso Robles, and San Miguel School Districts to generate ideas. Once the beginning of the plan began to form a series of more formal meetings took place.

Our LEA provided the following opportunities for input from the public at large via the following: The first was an educational partner meeting, held on September 22, 2021. Prior to this meeting, two ParentSquare messages were sent out to all parents in both English and Spanish informing them of the invitation and the process. An early draft of the plan was sent to all parents via ParentSquare in the second meeting. The first ESSER III meeting was followed by two additional meetings on October 6th. The first was with the Pleasant Valley Elementary School staff at the staff meeting. Both certificated and classified employees were in attendance. The second was a PTO meeting that took place later that day. Finally, the plan was presented to the board with an invitation for public comment on October 13, 2021. At all of these meetings, the superintendent added to the pre-planning notes with any changes or suggestions that were made. In formulating this plan, the needs of underserved students were considered and addressed. These underserved students include low-income students, English learner students, students of color, homeless students, students with disabilities, and migratory students. The district does not have any foster youth students and has not had any for many years. The district/school serves students in kindergarten through sixth grade. It does not have a student council or other student groups. This, combined with the very young age of the students, made asking them for feedback on this plan not particularly helpful.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Pleasant Valley Joint Union Elementary School District has just begun to implement the funds found in the ESSER III Safe Return to In-Person Instruction & Continuity of Services Plans. Because so much of what is in the plan would best take place when students are not on campus, we have put off many of the repair items.

To address the health and safety of students, educators, and other staff the district has implemented the four times a year HVAC filter replacements, the COVID-19 testing materials, and the paying of a small percentage of the salaries to cover the cost of staff to conduct and implement the contact tracing for COVID-19 isolations and quarantines. The district has continued to follow all local, state, and federal guidelines to ensure all students, staff, and their extended families are safe. COVID-19 mitigation practices have continued. Some of the practices, such as social distancing in the classroom, have remained at the same level they were for the 2020-2021 school year.
Successes: The filters have been implemented. With the increase in tests from the state, we were able to keep ahead of the recent COVID-19 surge of positive cases. Three staff members have completed the Johns Hopkins seven-hour contact tracing training and have participated in the antigen testing, calling, and modified quarantine logistics.
Challenges: If we have another surge in COVID-19 cases before our supply of antigen tests is replenished by the state or federal government, we may struggle to purchase sufficient supplies to ensure the best coverage for students and staff. Staff shortages and increased student absences were a challenge in January during the surge in positive COVID-19 cases.

Continuity of services
Successes: Students have returned for in-person instruction beginning on October 19, 2020. At the start of the 2020-2021 school year, almost 25% of the students continued with distance learning. By the end of the school year, that number had dropped to only 6%. At the start of the 2021-2022 school year, only one family requested independent study. That student was given an interdistrict transfer for the school year. All other students have been attending in person.
Challenges: With the surge of positive COVID-19 cases that began over winter break and continued until the end of January (as of this writing), students and staff were working very hard to prepare and complete short-term independent study packets.

For the complete implementation of the ESSER III Expenditure Plan, we had intentionally chosen not to spend a good portion of the funds during the 2021-2022 school year. These funds will be used to pay for replacement technology, student furniture, and an additional two years of summer school.
Successes: All that we have attempted to do within the plan to date, has been successful.
Challenges: None at this time

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

For the Safe Return to In-Person Instruction and Continuity of Services Plan, Pleasant Valley Joint Union Elementary School District has continued with its focus on providing well-rounded and rigorous instruction to ensure academic mastery. At the same time, the staff is focused on providing a safe, enriching, and nurturing environment to help students still affected by the pandemic and the five months of distance learning that took place between March 16, 2020 and October 19, 2020.

Pleasant Valley Joint Union Elementary School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by providing masks for staff and students. Testing for staff was provided prior to the vaccines. At present, a small number of unvaccinated staff are still being given antigen tests at the school. Students who there is a suspicion of illness or who are returning from illness or who were in direct contact with someone with COVID-19 are given antigen tests. Custodial staff increased the amount and depth of cleaning. Protective shields were purchased and placed throughout the school to provide additional barriers to the spread of COVID-19. Increased filtration to the buildings as well as air purification in individual classrooms has been implemented. Three staff members were trained by a six-hour online module by Johns Hopkins University in COVID-19 contact tracing. Additional student and staff technology was purchased to ensure continuity of instruction. Additional tutoring was provided. A fifteen-day summer program was implemented. Social-emotional materials were purchased and implemented in each of the classrooms.

The implementation of these additional funds received in the 2021-2022 school year is specifically aligned to the LCAP due to the following goals and action items. The after-school homework and tutoring help is found in the LCAP Goal 1, Action Item 6. Some of the updated technology is found in the LCAP Goal 1, Action Item 8. The social/emotional material and training can be found in the LCAP, Goal 2 Action Item 4.

Pleasant Valley Joint Union Elementary School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by paying for additional air filters for our HVAC systems. We have purchased a supply of antigen COVID-19 tests to use for students and staff. A small portion of the salary of two staff members has been paid.
The implementation of the additional funds received in the 2021-2022 school year is specifically aligned to the LCAP by adding to some of the goals and actions items. For example, funding has been set aside to replace parts of the school's toilets and urinals which is in support of the LCAP, Goal 1, Action Item 1. We have also set aside funds to replace the hardware on the main building's door and funds to replace the portable buildings' windows. These align with the LCAP Goal 1, Action Item 1, as does the custodial supplies and equipment that we have set funds aside for.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:
- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

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

Students come from various backgrounds and have different needs. Currently, PVS serves seven English Learners (13% of the school's population). Twenty (37%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Seven

students have IEPs. Three K-6 students receive Resource Program services; two receive speech and/or occupational therapy services only. In addition, the district serves two preschoolers who receive speech services. All students, with the exception of the preschoolers, are integrated into the regular school population. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultation, pull-out, and inclusion models such as the Resource Specialist Program (RSP). Instructional aides work in the classroom room daily in close collaboration with the classroom and RSP teacher. One EL instructional aide has been designated to give extra support to English Learners. Intervention strategies are delivered in in-class and pull-out models.

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

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

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

Reflections: Successes

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

The results of the California Assessment of Student Performance and Progress (CAASPP) given in May 2021 were good, especially considering that the students had spent five months between March 2020 and October 2020 on distance learning. Roughly, twenty percent of the students once the school reopened for full in-person instruction continued with distance learning. On the CAASPP assessment taken in May 2019, the district saw a dramatic increase of students who were proficient in both English language arts (ELA) and mathematics. In English language arts (ELA), 86.96% of our students had met or exceeded the standards for ELA. In mathematics, 77.28% of our students had met or exceeded the standard for mathematics. By comparison, the state average for ELA was 50.87%, and 39.73% for mathematics. The data from the 2021 CAASPP assessment for both English language art and mathematics was also 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. While that is a drop from their 2019 high scores, given what all the students went through during the early days of the pandemic, these results are still remarkable. The state average for ELA was 49.01% and the County of San Luis Obispo

average was 55.22%. In mathematics, the state average 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. Not all districts gave the CAASPP test in 2021, so the data is not a direct comparison. The 2019 LCAP fully implemented is the model we are seeking to repeat. Due to the exceptional results on the CAASPP that year, we are seeking to return to that level of service.

Results of the English Language Proficiency Assessment for California (ELPAC) showed that in May 2019 there were 20% of the English language learners who moved up at least one band on the assessment. In 2021, there were 25%.

We have been successful in improving the chronic absenteeism for our Hispanic population, in part, due to our efforts to ensure that students most Hispanic students who are working on independent study have been completing the majority if not all of the required classwork. Even given that improvement, however, an area that continues to be an area of growth needed is still our chronic absenteeism. We continue to have a handful of families that are taking extended trips and either are not completing their independent study contracts or are leaving for periods of time that a contract would not cover for unexcused absences. Interestingly, due to the global pandemic, this percentage is less than in the previous year, but it is still an issue. On the other hand, the pandemic has made attendance more difficult because students who have a cold or any other symptoms are especially being encouraged to stay home and if they stay home for more than two days they need to get a doctor's note before returning, which generally adds to their length of absence. Attempts to have the students complete independent study packets during these absences have not been consistently successful. Our chronic absenteeism percentage also grew due to a protest over the mask mandate. The parents of ten students pulled their students for two weeks in February. Several of these students completed very little to no work on their independent study packets.

Reflections: Identified Need

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

According to the LCFF dashboard, Pleasant Valley JUESD continues to have a problem with chronic absenteeism. Instead of improving, unfortunately, under the influence of this past year's COVID restrictions, chronic absenteeism got even worse during the 2021-2022 school year. As mentioned above, traditionally, our problem has been families that have chosen to take last-minute, multi-day trips during the school week. Sometimes these families are able to ask for and receive independent study contracts and material. Roughly a third of these independent student contracts are not fulfilled. This past year, however, the issue has not been these short trips.

Though our scores for the 2021 CAASPP in English language arts and mathematics were encouraging, there is still a great deal of growth that needs to take place, particularly in mathematics. Mid-year assessments are encouraging. Assessments given at the end of January indicate that the overall performance of students (K-6) in English language arts according to the MyPath assessment was 70.4% proficient or advanced. The mathematics results, however, were not what we would want to see. According to the mathematics assessment given at the end of January, only 28.57% of the students (K-6) were proficient or advanced. The additional instructional aide hired due to ESSER II grant is working exclusively with students and tutoring in mathematics. Students who are two or more grades below grade level are receiving intensive tutoring from the aide.

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. This past year there was a small improvement in parent participation for 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 have been virtual due to COVID-19, which seems to make it easier for many of our parents to attend. 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 2022-2023 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 and 2021-2022 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 the academic needs.
4. Provide for additional staff both certificated and classified to minimize the ratio between staff and students
5. Provide students with additional opportunities to master the standards and achieve academic success in afterschool programs
6. When fully staffed we will be able to 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 improve 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 is the only school in the district, and it is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

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 17% of the parents of the students at Pleasant Valley participated in the general LCAP survey. Almost all of the students in grades two 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 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 late March via Zoom.

A representative from the local SELPA also consulted with the district in March 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 March and May meetings.

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 8th 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 of the second-graders felt that the rules were unfair sometimes
Four of the fourth-graders wanted more time on schoolwork
A couple of fifth-graders wanted more materials. (The classroom ran out on the same day that they took the survey.)

Other comments made by individual students were, that they would like more real-life problems, they would like a new lunch menu, they would like more hands-on activities, and they would like to stop all COVID mitigation elements. One fifth-grader said, "I'm perfectly good. I LOVE THIS SCHOOL!!!!"

Feedback for improvements from parents, staff, and members of the community who completed the survey included the following:
A couple of people felt we could do more to challenge GATE students.
Several lamented that volunteering in the classroom had not been possible due to COVID mitigation requirements.
One person felt the school needs to improve its communication regarding the importance of good attendance.
One person felt the school did not do enough to prepare students for college and careers.
One person felt that the district should stop giving the state tests and instead focus on the individual student's academic interests.

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 the district to offer more enrichment opportunities after school. These would include sports, clubs, music, and creative projects for students.
Parents felt that participation in non-fun school activities was as good as it will get for a school our size, but they felt we could use the new electronic reader board to get the word out on the day of the meetings.
One parent felt that we could do a better job of informing them about the day-to-day events that happen at the school.

Feedback for bargaining units and all staff for improvements include the following:
Instructional staff felt that the RTI system that we were able to fully implement during 2018-2019 was very effective.

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 parent feedback was the inclusion of enrichment opportunities. We plan to use LCAP funds in conjunction with Expanded Learning Opportunities Plan funds to try to offer afterschool sports programs. The plan had in the past already had funds set aside for afterschool enrichment, but the plan now has additional funds and includes sports offerings. One challenge to this increase will 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. COVID restriction, aside, the district will be better able to include more parents and volunteers moving forward. 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 made note of the parent's comment that we could improve our communication about the importance of attendance and will redouble communication efforts moving forward. Our efforts to reduce chronic absenteeism were influenced by data analysis and educational partner feedback.

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 2019 and 2021 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. There are no concerns for Priority 7. The metrics described below were selected to ensure that the progress that we have made on these priority areas will be evaluated on a regular basis and that all obligations are met. The accompanying actions have been selected because they have proved to be effective in academic outcomes within these areas and reflect input from students, teachers, staff, parents, the site administrator, and the school site council.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
William's Uniform Complaints	Data Year: 2021 Data Source: District Records	Data Year: 2022 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			
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			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.			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%			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%			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%			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 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 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 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			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.			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.	$9,000.00	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 partners 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	$50,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 socio-economic students, and students with disabilities are in need of additional academic support in comparison 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 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. 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.		

Action #	Title	Description	Total Funds	Contributing
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 partners 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) 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	$4,931.00	No

Action #	Title	Description	Total Funds	Contributing
		will be brought in for one day a week for thirty weeks to allow the regular teacher to assess students reading mastery one-on-one at least once every four to five weeks. The use of a substitute teacher to allow the teachers the opportunities to regularly check each student's reading level will improve our tiers of interventions as well as provide the important information for small group instruction in the classrooms. 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 partners 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.	$5,625.00	No

Action #	Title	Description	Total Funds	Contributing
		To address this need, we tried to come up with a way to help students with their homework and learning issues. Because we were not comfortable with taking valuable time from the regular school day, after-school scheduling was essential. Based on research and instructional best practices immediately helping students with their "I do" portion of their student work helps students better understand and remember their learning, which helps them to better be 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 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 mathematics scores for low-income, English learners, and students with disabilities will increase by 2.5% for the next three years.		

Action #	Title	Description	Total Funds	Contributing
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 are in need of additional academic support in comparison to all students on the STAR reading assessment. To address this need, we considered additional afterschool offerings and extending the school year. Ultimately, the decision was made to utilize the Library Technician as support for ensuring steady and consistent access to electronic resources for low-income, English learners, and students with disabilities and others with similar struggles. The Library Technician provides individual and small group tutoring reading supports. 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 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. 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	$22,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 infrastructure needed 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 individual homes.	$4,000.00	No

Goal Analysis [2021-22]

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

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

Because of a shortage of available staff, we were unable to complete all of our plans in the 2021-2022 school year. At the start of the school year, the district only had one certificated substitute teacher available who was willing to work in person. The district was unable to schedule the pull-out day for each Friday in which the teachers would take turns having a substitute teacher while they individually assessed students on their reading ability. This made creating leveled reading groups in the classroom less effective. The teachers did, however, still have some small group reading instruction during the school year, though fewer than they could have had. Another difficulty in staffing came with the substitute that pre-COVID used to come in to tutor individual students twice a week was not brought in because our available substitute pool was reduced, no new substitutes applied, and the two other substitutes that were on our list did not want to work in person with students. An attempt to hold the tutoring virtually was considered but not implemented.

The STEMscopes science materials were very helpful in facilitating the increase in rigor and hands-on experiences for science, especially for the upper grades. In order to completely take advantage of the program, the school's science lab was reorganized and stocked with

materials which made it easier for teachers to have more hands-on lessons for science. We anticipate that the hands-on nature of the curriculum will help students be more successful in the mastery of their NGSS science standards.

Attempts to find quality professional development for the teachers continue to be a struggle due to our rural location and the cost of such training. The teachers participated in online vocabulary instruction professional training, but the PD was not as effective as it could have been if it had been held in person.

Not all funds that had been planned for after-school tutoring and homework help were used because the district was unable to find staff to run the expansion of the program. One teacher who had run one of the homework clubs in the past was unable to do so this year due to family obligations. In the past, the substitute teacher that was brought in twice a week to tutor students in person stayed after school and continued to work with students in homework club. Because we were unable to get substitutes that were willing to work in person, this part of the homework club was also not done.

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 spent slightly over what was planned to update technology for the classrooms. Replacement desktop computers and monitors were needed in the office, library, and the RSP classroom in part because of the Window X updates. As stated above, the hiring of a substitute teacher for one day a week work to facilitate the RTI assessments was not put in place during the 2021-2022 schoolyear due to continued COVID-19 mitigations practices and the lack of available substitutes during the school year. The district did not spend as much on curriculum as was planned in the LCAP. The district also spent less on the after-school homework club and tutoring because of an inability to get staff to cover the planned expansion of the program.

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

Despite the fact that all students had been on distance learning for more than five months until October 19, 2020, and 20% of the students continued to remain on distance learning for most if not all of the 2020-2021 school year, the students demonstrate a strong performance in English language arts on the 2021 CAASPP test. The scores showed 66.67% of the students scored proficient or advanced on English language arts. That was a drop from our record high on the 2019 CAASPP of 86.96% of the students being proficient or advanced. However, that score was a huge jump from the scores from the previous three years. We had anticipated a bit of a drop due to the pandemic. The math scores were not as strong as we would have liked with only 44.45% scoring proficient or advanced, but they were still better than state scores. Teaching mathematics online is especially challenging due to the fact that best practices for teaching mathematics include a lot of hands-on manipulatives.

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.

The only change to this goal moving forward is to make it more like a SMART goal.

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 school is also to provide all students access to areas of sport and enrichment that they would not normally have access to within the regular school day curriculum.The metrics and actions described below will be implemented to ensure that the progress made within Priority 5 and 6 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad of focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance	Data Year: 2021 Data Source: District Records 94.8% attendance	Data Year: As of March 14, 2022 Data Source: District Records 93.2% 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			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%			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%			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			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.			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.			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 continue to implement our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. The program includes the following: Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease the number of students excused and unexcused tardies, and increase the number of school days where students stay the entire day and are not pulled out early. Recognize students and encourage and reward exemplary on-time and daily attendance by trimester. Communicate the importance of attendance and progress toward improved attendance goals regularly with parents. These actions will improve the overall student achievement of all students.	$700.00	No
2.2	Enrichment Opportunities	The school's administration and staff will continue to provide students with many educational opportunities including assemblies, programs, and field trips throughout each school year allowing them exposure to events that they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture, and college and career readiness. The after-school enrichment class will be free for all students who are able to attend. These actions will help to provide a more rounded and enriching school environment for all students. The district had the	$5,006.00	No

Action #	Title	Description	Total Funds	Contributing
		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 [2021-22]

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

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

The district implemented a student rewards system that addresses attendance and student engagement. The attendance, unfortunately, has not improved due to one-third of the student contracting COVID, extra precautions taken by parents and staff when a student was showing any symptoms of a cold or stomach issue to ensure that they do not have COVID prior to returning to school, and a two-week parent protest over the mask mandates where ten students were pulled from school by their parents and the independent study work the parents requested was not completed. Ten students are roughly one-fifth of the entire student body at PVS. The after-school enrichment program was not restarted until late in the school year due to a lack of available staff and continued COVID mitigation restrictions. The students did participate in several field trips during the school year. The cost of these field trips was less than what had been planned. The students in the upper grades were able to participate in a virtual field trip for Science Camp. Various types of physical education equipment were purchased to replace outdated equipment. The district did implement the new Second Step social/emotional curriculum at the start of the 2021-2022 school year. The team found that they did not need any further training at this time on these materials. Though all instructional staff did participate in suicide prevention training, that training came at no cost to the district. The district will, naturally, continue with its efforts to teach students skills to improve their social/emotional health, the funding for further training will not be carried forward with the new LCAP.

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

The after-school enrichment program was not restarted until late in the school year due to a lack of available staff and continued COVID restrictions. The cost of planned field trips was less than what had been expected due to parent volunteers helping out. The district did not spend the funds that were set aside for additional social/emotional professional learning.

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

The attendance incentives were not strong enough to overcome COVID-19 sickness and COVID-19 mandate protests, so this year it is hard to say we have conclusive evidence for or against the continued plan to provide incentives to students for good attendance. Despite the mitigation steps the district took to reduce the risk of students or staff contracting COVID-19, we were able to offer many enriching activities this school year for students in all grade levels.

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.

Funds for additional social/emotional training will not be planned moving forward. Though the district will continue to address this need through curriculum and working with students on a case-by-case manner. The other actions will remain relatively the same.

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			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 in which to get more information or seek help from the school.		
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 that there is 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, how to access technology to keep track of a student's performance in class and on state standards. Helping parents to become partners in the academic instruction of their students will help with parent communication as well as help students become more successful. In addition, more involved parents may be more willing to participate in analyzing, planning and budgeting for general school business and programs. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing and service. Results from	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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 helping their child with modern Common Core mathematics. Teachers in the past have attempted to work individually with parents but the need is larger than they can handle. Hence, we needed to create parent workshops. We expect that the parent workshops will help all families and ultimately all students, but it will particularly help 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 that parent participation in future planning meetings will increase by 1% every year for the next three years.		
3.3	Parent Newsletters Amended:	The administration of PVS will provide a copy of the Parent Institute newsletters in English and Spanish to parents each month. This monthly newsletter provides information that helps parents better able to help their children be more successful academically and socially/emotionally.	$400.00	No

Goal Analysis [2021-22]

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

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

This goal was carried out as planned. We had hoped to begin the parent workshop nights sooner in the school year, but because of the workload for the two teachers who produced and gave these trainings, we did not begin to give them until after the winter holidays.

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 salary costs for the parent workshops were less that had been anticipated.

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

The parents who participated in the workshops all said that they helped a great deal. It is the hope that future parent workshops in the upcoming school years will be more attended based on the good feedback from the parents who did attend this year.

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.

The actions for this goal will not change moving forward, though the budget for the items will change somewhat.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
37,248	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
4.00%	0.00%	$0.00	4.00%

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 to also 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 are in need of additional academic support in comparison 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 are in need of additional academic support in comparison to all students on the STAR reading assessment.

To address this need, we considered additional afterschool offerings and extending the school year. Ultimately, the decision was made to utilize the Library Technician as support for ensuring steady and consistent access to electronic resources for low-income, English learner pupils, students with disabilities and others with similar struggles.

The Library Technician provides individual and small group tutoring reading supports. 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 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.

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 4.02% proportionality percentage, as required by providing increased/improved services to our English learners and/or low-income students equivalent to a 4.02% 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 the 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 are contributing 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 the majority of their day and these include low-income, special education, and English language learners, more than 50% - 70% of their time in the classroom is devoted to working with these students. This means that of the minimum of three hours of in-class assistance per day that aides provide, at least two of them are spent working either individually or in small groups with struggling students, the majority of whom are within our unduplicated student numbers. This shows that the district is demonstrating increased and improved services for unduplicated students. Without these increases in funds, we would not be able to provide our highly individualized instructional program. In a typical kindergarten through third-grade class, the student-to-staff ratio is 24:1. In a typical fourth through the sixth-grade class that ratio increases to 35:1. By using these supplemental and concentration grant funds, the district has a student-to-staff ratio in kindergarten through the sixth grade of 7:1 for most of the school day. This ensures that all students, including English language learners, low-income students, and special needs students receive a quality and often very individual educational program. This higher staff-to-student ratio allows staff to individualize and to react more quickly to the changing needs of students. Many of the students that make up the unduplicated student group typically need more one-to-one support than their peers. Research shows that small group instruction, besides being a more efficient means of instruction, increases peer interaction and opportunities for students to improve generalization skills. Research also has indicated that approximately 20% of all students require more than what can be found in a typical classroom. This additional access to adult help provides second language learners the increased opportunities they need to practice their verbal and listening skills. The classroom aides also enable support to be implemented in the classroom at the same time the teacher is implementing her instruction. This is especially helpful for second language learners, special education students, and students with attention issues to be able to keep up and ask questions without disrupting the teacher's direct instruction. The teacher and instructional aides have received professional development to help meet the individual needs of students. Part of these professional development strategies on how best to work with individual and small group settings in order to provide the response to intervention needed to meet the needs of individual students. They also have received instruction on how to work with students with behavioral issues and depth of knowledge to improve instructional rigor. If we did not have these additional funds, the school would still communicate and would still work with students, but the ability to provide so much individualized instruction as a part of our regular school program would not be possible. The historic lack of an achievement gap between our student subgroups and our overall school indicates that these actions and services have been affected. increases access to one-to-one assistance by trained staff for unduplicated students who are struggling with poor mastery. Without these supplemental funds, the service would not be possible. 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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$92,271.00	$6,500.00		$14,956.00	$113,727.00	$86,877.00	$26,850.00

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
1	1.2	Curriculum	All	$5,000.00	$4,000.00			$9,000.00
1	1.3	Professional Development	All	$2,500.00				$2,500.00
1	1.4	Instructional Aides	English Learners Foster Youth Low Income	$50,160.00				$50,160.00
1	1.5	Small Group Response to Intervention (RTI) Reading	All				$4,931.00	$4,931.00
1	1.6	After-School Tutoring and Homework Help	All				$5,625.00	$5,625.00
1	1.7	Library Technician	English Learners Foster Youth Low Income	$22,736.00				$22,736.00
1	1.8	Update Technology	All				$4,000.00	$4,000.00
2	2.1	School Attendance	All	$700.00				$700.00
2	2.2	Enrichment Opportunities	All	$5,006.00				$5,006.00
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

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 Amended:	All				$400.00	$400.00

2022-23 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
930,791	37,248	4.00%	0.00%	4.00%	$72,896.00	0.00%	7.83 %	**Total:**	$72,896.00
								LEA-wide Total:	$72,896.00
								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	$50,160.00	
1	1.7	Library Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,736.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$121,069.00	$106,780.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	William's Requirements	No	$0.00	$0.00
1	1.2	Curriculum	No	$10,000.00	$6,322.00
1	1.3	Professional Development	No	$2,500.00	$1,784.00
1	1.4	Instructional Aides	Yes	$48,445.00	$48,445.00
1	1.5	Small Group Response to Intervention (RTI) Reading		$7,136.00	$7,136.00
1	1.6	After-School Tutoring and Homework Help		$8,774.00	$8,332.00
1	1.7	Library Technician	Yes	$23,139.00	$23,139.00
1	1.8	Update Technology	No	$4,000.00	$1,427.00
2	2.1	School Attendance	No	$500.00	$0.00
2	2.2	Enrichment Opportunities	No	$5,006.00	$3,044.00

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	$993.00
2	2.4	Social/Emotional Health and Student Bullying	No	$2,000.00	$0.00
3	3.1	Increase Communication	No	$4,169.00	$3,800.00
3	3.2	Parent Workshops		$3,000.00	$2,000.00
3	3.3	Parent Newsletters	No	$400.00	$358.00

2021-22 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)
$35,964	$71,584.00	$71,584.00	$0.00	8.00%	8.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Instructional Aides	Yes	$48,445.00	$48,445.00	3.98%	4.0%
1	1.7	Library Technician	Yes	$23,139.00	$23,139.00	3.98%	4.0%

2021-22 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)
$883,113	$35,964	0.0%	4.07%	$71,584.00	8.00%	8.19%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

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

  o 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)

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

California Department of Education
January 2022