LCFF Budget Overview for Parents

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

CDS Code: 54-72017-6054175

School Year: 2021-22

LEA contact information:
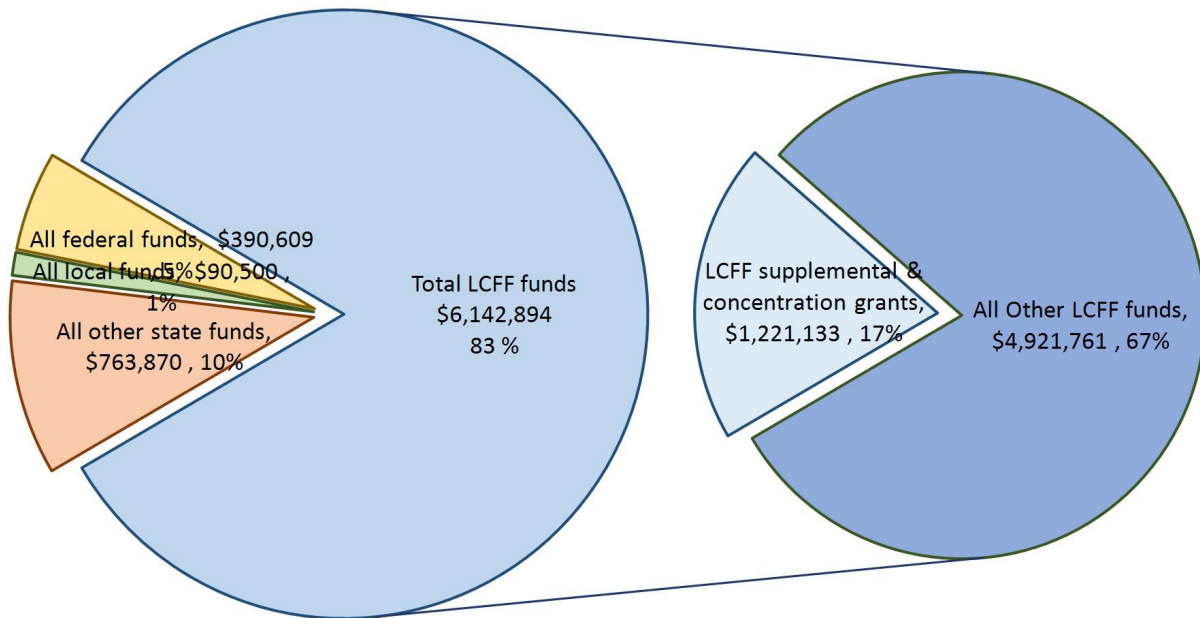
Heather Pilgrim, Ed.S.

Superintendent

559-688-2908

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $390,609 5%
All local funds $90,500 , 1%
All other state funds, $763,870 , 10%
Total LCFF funds $6,142,894 83 %
LCFF supplemental & concentration grants, $1,221,133 , 17%
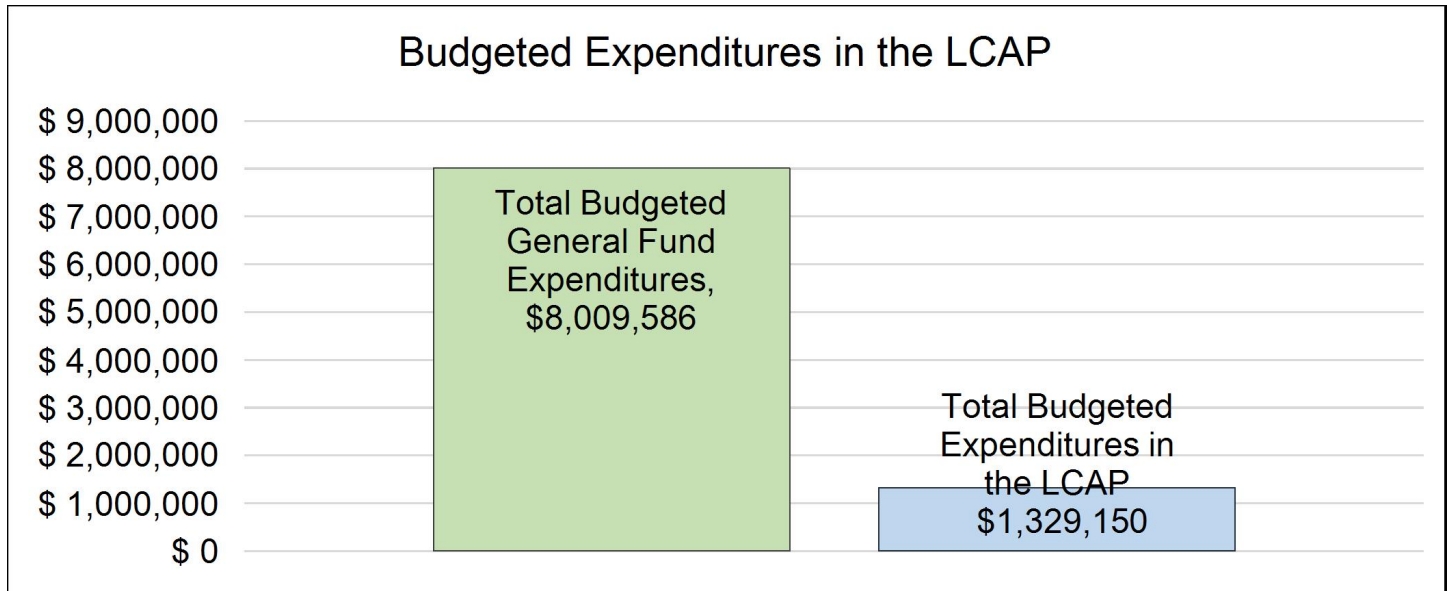All Other LCFF funds, $4,921,761 , 67%

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

The total revenue projected for Oak Valley Union Elementary School District is $7,387,873, of which $6,142,894 is Local Control Funding Formula (LCFF), $763,870 is other state funds, $90,500 is local funds, and $390,609 is federal funds. Of the $6,142,894 in LCFF Funds, $1,221,133 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

$ 9,000,000	
$ 8,000,000	
$ 7,000,000	Total Budgeted General Fund Expenditures, $8,009,586
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $1,329,150
$ 2,000,000	
$ 1,000,000	
$ 0	

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

Oak Valley Union Elementary School District plans to spend $8,009,586 for the 2021-22 school year. Of that amount, $1,329,150 is tied to actions/services in the LCAP and $6,680,436 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
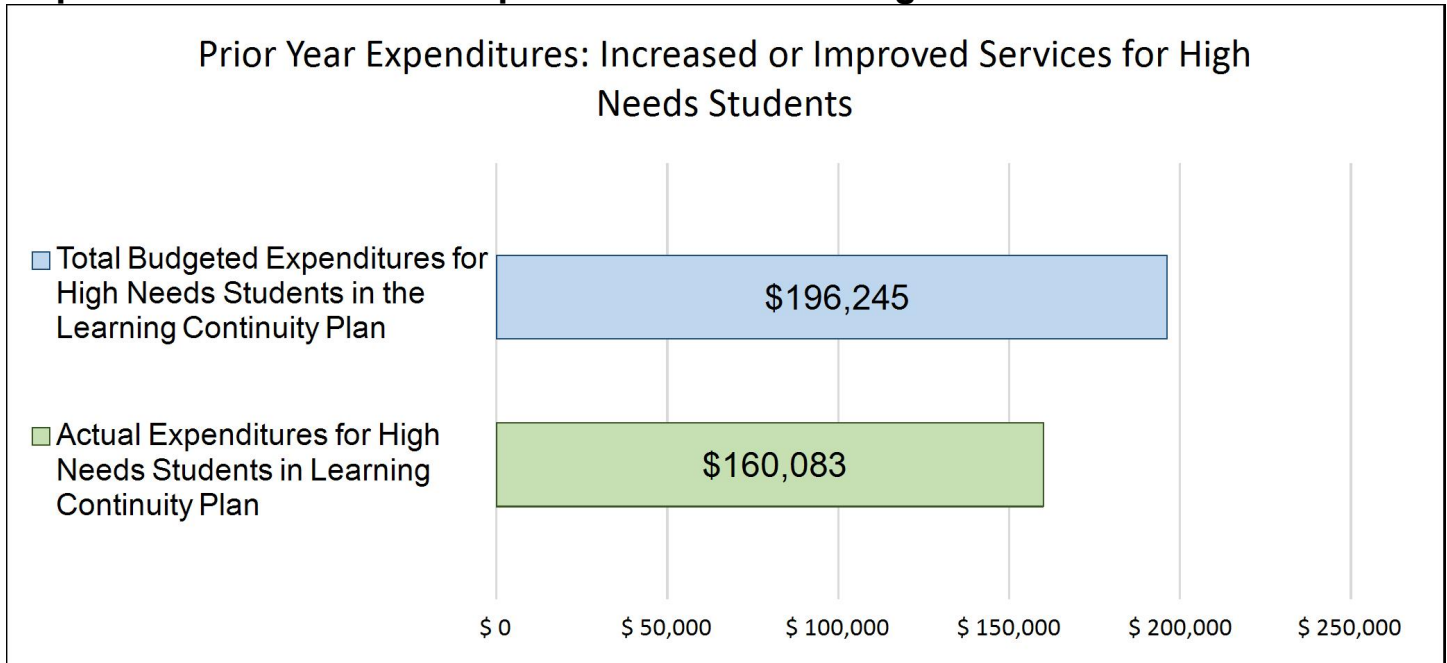
Classroom Teachers, Site Admin, Business Services, Human Resources, MOT staff, and other core program expenditures such as curriculum.

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

In 2021-22, Oak Valley Union Elementary School District is projecting it will receive $1,221,133 based on the enrollment of foster youth, English learner, and low-income students. Oak Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Valley Union Elementary School District plans to spend $1,294,885 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $196,245

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $160,083

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

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

In 2020-21, Oak Valley Union Elementary School District's Learning Continuity Plan budgeted $196,245 for planned actions to increase or improve services for high needs students. Oak Valley Union Elementary School District actually spent $160,083 for actions to increase or improve services for high needs students in 2020-21.

The plan to utilize teachers as tutors outside the instructional day did not happen. The School Counselor's salary was split into two funding sources 1) Learning Loss funds and 2) LCAP. The funds not used in this action were used on additional technology devices, materials, and services to ensure our students were given access to online instruction without interruption.

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

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

LEA Name	Contact Name and Title	Email and Phone
Oak Valley Union Elementary School District	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

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

Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Oak Valley Union Elementary School District

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Goal 1

Oak Valley students will engage in a broad course of study in grades K-8 that provides multiple opportunities for student success; opens access for all students and all subgroups, and meets SBE adopted standards and expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Rate of appropriately assigned and credentialed teachers will be 100% **19-20** 100% **Baseline** 100%	97% One new intern teacher taught an elective Agriculture course that was outside the teacher's credential certification.
Metric/Indicator Availability of standards-aligned instructional materials will be 100% for all students including unduplicated and special needs students. **19-20** 100% **Baseline** 100%	100%

Expected	Actual
Metric/Indicator Attendance Rate **19-20** 96.0% **Baseline** 95.4%	97%
Metric/Indicator Suspension Rate **19-20** 2.5% **Baseline** 4.9%	18 days suspension 8 students
Metric/Indicator Chronic Absenteeism **19-20** 3.9% **Baseline** 4.5%	In Person students: 2% Distant Learners: 4%
Metric/Indicator Expulsion Rate **19-20** 0% **Baseline** 0%	0%
Metric/Indicator Middle School Dropout Rate **19-20** 0% **Baseline** 0%	0%

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Expected	Actual
Metric/Indicator CAASPP ELA (All Learners) **19-20** 17.5 points below standard **Baseline** 32.5 points below level 3	Local ELA Assessment: 23% Mastery on Illuminate Outgoing
Metric/Indicator CAASPP ELA (English Learners) **19-20** 52.3 points below standard **Baseline** 67.3 points below level 3	Local ELA Assessment: 12% Mastery on Illuminate Outgoing
Metric/Indicator CAASPP ELA (Socio/Eco Disadvantage) **19-20** 23.7 points below standard **Baseline** 38.7 points below level 3	Local ELA Assessment: 17% Mastery on Illuminate Outgoing
Metric/Indicator CAASPP ELA (Students W/Disabilities) **19-20** 106.5 points below standard **Baseline** 121.5 points below level 3	Local ELA Assessment: 6% Mastery on Illuminate Outgoing
Metric/Indicator CAASPP Math (All Learners) **19-20** 36.9 points below standard **Baseline** 51.9 points below level 3	Local Math Assessment: 26% Mastery on Illuminate Outgoing

Expected	Actual
Metric/Indicator CAASPP Math (English Learners) **19-20** 65.1 points below standard **Baseline** 80.1 points below level 3	Local Math Assessment: 12% Mastery on Illuminate Outgoing
Metric/Indicator CAASPP Math(Socio/Eco Disadvantage) **19-20** 43.1 points below standard **Baseline** 58.1 points below level 3	Local Math Assessment: 21% Mastery on Illuminate Outgoing
Metric/Indicator CAASPP Math (Students W/Disabilities) **19-20** 139.6 points below standard **Baseline** 154.6 points below level 3	Local Math Assessment: 10% Mastery on Illuminate Outgoing
Metric/Indicator English Learner Reclassification Rate **19-20** 6.4% **Baseline** 5.8 %	Reclassified 1 student <1%
Metric/Indicator Percent of Facilities in Good Repair **19-20** 100% **Baseline** 100%	100%

Expected	Actual
Metric/Indicator Student LCAP Survey Reports % of Students Feeling Safe and Connected **19-20** 94.6% **Baseline** 94%	79%
Metric/Indicator Maintain Williams Uniform Complaints at 0. **19-20** 0 **Baseline** 0	0
Metric/Indicator Percent of staff receiving professional development in CCSS standards. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Percent of teachers trained in new ELD components of base program. **19-20** 100% **Baseline** 100%	ELD training ended in 19/20SY

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Core Content Professional Development in Science. Efforts are directed towards supporting unduplicated and exceptional needs students.	Cost for Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $25,000 Substitute Cost 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $11,000 Substitute costs 1000-1999: Certificated Personnel Salaries Title II $9,469	Cost for Trainer 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $4,500 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 5,153. 1003 4000-4999: Books And Supplies LCFF Supplemental and Concentration $10,003
Induction support for one teachers @$5,000 for support provider plus @$3,000 per teacher for BTSA Program cost for each teacher.	Mentor Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000 TCOE BTSA Participation Cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000	0 0
Software, apps, and license agreements for math online curriculum and keyboarding curriculum; Rosetta Stone, Lexia (Directed for unduplicated and English Learners), Accelerated Reader, etc.	Software purchases and licenses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $50,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $42,683
Maintain full-time Technology Coordinator	Salary and Benefits Budget 2000-2999: Classified Personnel Salaries Supplemental and Concentration $69,817	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $65,711
Maintain part time computer lab aides	Salary and Benefits 2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $19,639

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $46,672	
Maintain School Psychologist	TCOE contract fees for services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $45,680	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $45,680
	TCOE contract fees for services 5800: Professional/Consulting Services And Operating Expenditures Title IV $10,000	0
PLC Days for curriculum development, teachers will continue to develop curriculum units, lesson plans and benchmarks; each grade level meets three times per year for a full day in addition to early release PLC	Sub cost for PLC Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $25,000	0
Maintain Art teacher to broaden course access to all students. Efforts are directed towards supporting unduplicated and exceptional needs students.	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,003	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $89,708
Maintain PE teacher position to broaden course access by allowing 6th-8th grade teachers to focus on offering elective courses for 6th-8th grade students and provide TK-5th grade students with real physical education activities.	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $85,563	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $85,813
Continue Family Literacy Nights in the computer lab and library and include STEM and Art Literacy Night.	Salary and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration $2,400	0
Continue to provide part time aides to target grades K-3. This support is directed towards supporting unduplicated and exceptional needs students.	Salary and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration $128,657	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $120,629
	Salary and benefits 2000-2999: Classified Personnel Salaries Title I $74,503	2000-2999: Classified Personnel Salaries Title I $78,294

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salary and benefits 2000-2999: Classified Personnel Salaries Title III $16,541	2000-2999: Classified Personnel Salaries Title III $16,390
Provide online elective courses to broaden course of study.	Online service for courses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $30,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $6,770
Continue to provide a Science Fair to improve and increase student access to science and Problem Based Learning Activities.	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration $1,000	0

Goal Analysis

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

Due to the second half of the year being impacted by the pandemic and CDC guidelines of social distancing, we were not able to support the Science Fair nor offer family literacy nights. Instead the district used this money to purchase an online parent training program through Valley PBS in order to support our parents with distance learning. Additionally, collaboration days were not provided as well due to full distance learning and the fact that staff members had to stay socially distanced. The district used these funds along with ESSER funds to assist the costs of online training on how to accelerate learning via instructional technology that was provided by TCOE.

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

Instructional aides had the opportunity to be thoroughly trained in Guided Reading instruction in order to effectively provided reading groups in all K-3rd grade classrooms. Having the instructional aides came in very handy during distance learning. They actively continued to provided small groups reading instruction for K-3rd grade students, and were a tremendous support for the primary teachers that would have been spread too thin otherwise. The Art and PE teacher were also of value during distance and hybrid learning because of the variety of course offerings that they were able to provide. While at home, students were able to have access to physical activity and art instruction instead of having to be on the computer. The school psychologist was a vital resource for students that were suffering from mental health concerns. One of the challenges was offering Guided Reading training and coaching to teachers due to it all having to be conducted on Zoom. Teachers struggled providing a quality reading program virtually but the on-going support from the TCOE consultant to ease their fears and frustrations was helpful.

Goal 2

Oak Valley will develop and implement a robust parent involvement program in which parents have maximum opportunities to experience positive interaction with the school program, other parents, extra-curricular activities, and school and district decision-making.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent conference participation rate, including parents of students with disabilities, based on % of all students **19-20** 91% **Baseline** 88% (2016-17)	99%
Metric/Indicator Registered parent volunteer rate **19-20** 15% **Baseline** 12% (2016-17)	New administration did not keep track of parent volunteers during the 19/20 SY. New administration only kept track of the amount of parent activities or training's offered to parents. There were a total of 19 parent training sessions offered for the year.
Metric/Indicator DELAC participation rate based on % of English Learner parents. **19-20** 17% **Baseline** 14% (2016-17)	17% via zoom

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Expected	Actual
Metric/Indicator Family Literacy Night participation rate **19-20** 7% **Baseline** 4% (2016-17)	5 Family Literacy Nights 9 PIQE sessions 5 Virtual Parent sessions with ValleyPBS
Metric/Indicator Back to School Night participation Rate **19-20** 77% **Baseline** 74% (2016-17)	Due to the State Emergency Order and not being able to be in person in August of 2020, we did not hold a Back to School Night event.
Metric/Indicator Percent of parental participation in IEPs, SSTs. **19-20** IEPs 100% SSTs 98.1% **Baseline** IEPs 100% SSTs 95% (2016-17)	IEP's 100% SST's 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Leadership Development Training via PIQE.	Fee for trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	Fee for trainer 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $7,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Community Liaison: The district will continue to employ a part time community liaison to assist with Family Literacy Night, parent outreach, and Parent training programs..	salary and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration $16,705	Salary and Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $16,295
Continue student recognition activities to encourage parents to participate in multiple activities at the school.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration $5,000	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $542
Recognize parent volunteers at the end of the year.	Supplies 4000-4999: Books And Supplies Supplemental and Concentration $200	Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $533
Provide fingerprinting for parent volunteers.	Service cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	0

Goal Analysis

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

Unfortunately, the some of these funds were unable to be used as specified due to the pandemic and social distancing requirements but were still used on families by providing hot spots and other technology needs. The Parent Liaison was able to work the entire year 19/20 SY by helping parents virtually as well as one-on-one with technology assistance even though we could not provide in person Family Literacy nights in the Spring of 2020. Additionally, PIQE (Parent Institute for Quality Education) was also able to be completed due to it being offered the Fall 2019 semester prior to the pandemic. The costs of PIQE did increase from the previous year unexpectedly.

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

Providing in person support and collaboration with parents was next to impossible this year due to the pandemic. Although, the Community Liaison continued to be a success this year because she could reach out to the parents virtually, provide individual families into the Family Resource Center when they needed help with distance learning support or technology support.

Goal 3

Oak Valley students, including all sub-groups, will achieve at a level that meets or exceeds the SBE standards and expectations and closes achievement gaps.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learner Progress based on the state dashboard indicator. **19-20** 83% **Baseline** 82.4 %	ELA Outgoing local assessment: ELLs 12% mastery
Metric/Indicator CAASPP ELA (All Learners) **19-20** 17.5 points below standard **Baseline** 32.5 points below level 3	ELA Outgoing local assessment: All students 23% mastery
Metric/Indicator CAASPP ELA (English Learners) **19-20** 52.3 points below standard	ELA Outgoing local assessment: ELLs 12% mastery

Expected	Actual
Baseline 67.3 points below level 3	
Metric/Indicator CAASPP Math (All Learners) **19-20** 36.9 points below standard **Baseline** 51.9 points below level 3	Math Outgoing local assessment: All students 26% mastery
Metric/Indicator CAASPP Math (English Learners) **19-20** 65.1 points below standard **Baseline** 80.1 points below level 3	Math Outgoing local assessment: ELLs 12% mastery
Metric/Indicator English Learner Reclassification Rate **19-20** 6.4% **Baseline** 5.8 %	<1% due to suspension of the CAASPP Spring of 2020 due to the pandemic
Metric/Indicator Percent of students meeting standard in ELA benchmark. **19-20** 26% **Baseline** 23%	ELA Outgoing local assessment: All students 23% mastery
Metric/Indicator Percent of students meeting standard in Math benchmark. **19-20** 20%	Math Outgoing local assessment: All students 26% mastery

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Expected	Actual
Baseline 17%	
Metric/Indicator Maintain program and services for unduplicated and students with exceptional needs by monitoring/reviewing of classroom schedules. **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Maintain a broad course of study, including unduplicated and students with exceptional needs by monitoring/reviewing of classroom schedules. **19-20** 100% **Baseline** 100%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with exceptional needs.	Transportation cost 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $200
Provide transportation vehicle and driver to serve special needs student's transportation services to and from IRC school.	Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration $12,899 0	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $10,107.

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Advance school safety through increased video surveillance, gate and door security systems.	Materials & Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $20,000 Installation services. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $15,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,672. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $12,694
Purchase supplemental Science materials to support our intervention program with assisting unduplicated students in Science and English Language Arts with a focus on vocabulary development	Purchase supplemental Science materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $40,905	4000-4999: Books And Supplies LCFF Supplemental and Concentration $36,471
Rewards for student attendance/honor roll recognition program for all students.	4000-4999: Books And Supplies Supplemental and Concentration $8,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,834
Maintain additional teachers hired in grades TK, 4th, 5th, and 6th to provide Early Childhood Education options, smaller class size, and intervention for unduplicated, special needs, and at-risk students.	Salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $378,017	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $408,802
Maintain 1:1 student to device level of technology by repairing and replacing devices as needed.	4000-4999: Books And Supplies Supplemental and Concentration $25,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $876
Purchase E3D curriculum for Long Term ELs in order to increase English proficiency in effort for students to become reclassified.	4000-4999: Books And Supplies LCFF Supplemental and Concentration	4000-4999: Books And Supplies LCFF Supplemental and Concentration
Offer after school tutoring two times per week for unduplicated and students with exceptional needs.	Salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $21,500	0
Summer school 4 hrs./day/for 10 days/Teachers & Aides	Salary and benefits 1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $10,000	Supplemental and Concentration $2,256
	Salary and benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration $4,500	0
Compensation to teachers in order to attract and retain teachers at Oak Valley due to being a rural school. Roughly 30% of the current staff drives 20-35 miles to work and the other 70% drive roughly 10-20 miles to work.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
Provide a part-time License Vocational Nurse to support unduplicated and students with exceptional needs.	LVN Contracted Service Via TCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $25,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $19,748

Goal Analysis

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

There were a lot of actions that were unable to be completed due to the start of the pandemic in March 2020. Those funds continue to be allocated for our students, families, teachers, and staff for the 20/21 school year. Although there were additional one time monies from COVID relief, the district will ensure that the monies rolled over from 19/20-20/21 will be utilized for programs and services that will support student academic, behavioral, and socio-emotional success. Right about the time the new administration began to look in to new school safety cameras, the pandemic hit and it was no longer a priority for the 19/20 school year. Due to the timing, this action will be accomplished through modernization funds in the next couple of years.The same was true for the supplemental materials for electives. Some things were purchased and then the pandemic hit. That is why all the allocated funds were not used. This action continues to be important and will roll over into the next LCAP. ESSER money was used for the majority of technology needs and that is why the actuals are a lot less than the budget amount. After school tutoring has been a struggle. The district has tried to solicit teachers to offer tutoring outside the instructional day but with limit interest. Therefore, this will not be an action that is moved forward in the next LCAP. Summer school was not able to be offered during the 2020 summer due to the pandemic but will continue to be a priority thus will be in the next LCAP as well.

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

This goal has been a vital component to providing enriching activities for our students through the addition of a STEM lab. Students are receiving an increase in exposure to science activities that is generating a new interests in the area of STEM. Although, it was a challenge to continue to provide field trips towards the end of the year due to the pandemic but we did get to about half of the field trips that were planned. Field trips become essential for our rural population so that they can be exposed to college and career activities. Field trips will become a focal point for our future LCAP because of the added benefit to our students. Another challenge with this goal is trying to find a security company that can update our systems. There are few companies that have the time and resources to meet our needs but we will continue to reach out to companies to reach this goal.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person instruction was not available at the time of the development of the LCP.	0	0	No

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

N/A

Analysis of In-Person Instructional Offerings

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

N/A

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for teachers on 1)How to Accelerate Learning and 2) How to create a rigorous virtual standards-based lesson.	27,708	30,839	No
Purchase of Hot Spots for our low income students to connect to the internet.	58,000	62,704.11	Yes
Purchase of additional Chromebooks to ensure 1:1 student access to Distance Learning.	10,252	10,072.69	Yes
Purchase of new teacher laptops in order for teachers to have efficient and appropriate technology access for distance learning.	73,500	79,603.66	No
Purchase of SWIVL devices so that teachers can teach live in their classroom and students can view live lessons from home.	23,500	22,501.32	No
Purchase of interactive televisions for each classroom teacher in order to effectively deliver distance learning instruction.	100,000	143,218.75	No
Purchase of online IXL program so that students have access to adopted standards-based curriculum along with diagnostic, formative, and summative assessments.	11,250	11,250.	Yes
Purchase of additional "mouse" for the students computers in Kinder and 1st grade due to their Chromebooks not being touch screen.	1,263	1,333	Yes
Purchase of white boards to pass out to the students so that they can hold up their practice work during their Zoom meetings.	880	883	Yes
Purchase of additional internet safety features in order to protect our students from inappropriate online content.	4,350	4,350	Yes

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

The expense for the interactive TV's was a lot more expensive than originally thought. Instead of being under $100,000, it was more like $220,000.

Analysis of the Distance Learning Program

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

Our journey began with the assumption that distance learning was going to be a temporary, two month situation. During that time we relied on the old strategy of giving "packets" to every student. With weekly pick up and drop off, the worry of contamination was high. Would COVID19 transmit via paper? Not knowing, packets sat in the cafeteria to "lose" it's contamination for a few days prior to the teacher reviewing the work. Once the realization that the pandemic was sticking around, our focus turned to ensuring that every child had access to technology because there was no end in sight and we knew that paper packets would not be the best mode of instruction.

Hot spots were purchased and even then it was geared to only providing the hot spots for low income students. At this time, only a small portion of new money had been allocated for the school, and even then it was mainly for PPE supplies. Since then it is realized that access to technology was the new norm requirement, thus needing to be provided by the district. Fortunately, the district was already 1:1 with technology, therefore every student was able to take a device home. Unfortunately the devices that were sent home were unable to update with new software, thus needing to purchase all new devices for the district by June 2021.

The adaptability of students to utilize technology as their main source of instruction, for the most part, came easy. It was the teacher's new role that shifted tremendously. Our teachers had a wide range of experience with technology from minimal and not a fan to, often and love it. About the same time we were ensuring students were receiving access to the internet, teachers were receiving multiple new devices to learn. First, was their new laptop that included more user capabilities and functionality to other devices. Training on how to use their new laptop was provided, along with training on how to use the SWIVL. The SWIVL was purchased as a device that allowed a teacher to teach from their classroom, without students, yet the students could tap in to the classroom through a live feed through the SWIVL. The SWIVL follows the teacher around the room while instructing so that the teacher has more mobility and resembles their past teaching practices. At least that was the hope. The SWIVL was not as admired, or appreciated as much as the district had hoped. During walk thru's it was noticed not being used by administration. At the time of its purchase, the district was trying to find solutions but instead found complications. Although, the SWIVL still gets used during distance learning by some, it is not being used as much as we hoped. This could also be due to not enough training with the device because we were unable to have trainers in person.

Training in a variety of areas became essential as we moved through distance learning. Teacher surveys indicated specific areas of training that was needed. Prior to the new school year, August 2020, it became apparent that distance learning was going to continue and there was a huge concern with learning loss. The district researched various philosophies on how to mitigate learning loss and the concept of Accelerating Learning was acquired through an article written by TNTP. The Tulare County Office of Education was willing to collaborate with Oak Valley UESD on providing the training that supported TNTP's accelerated learning concept. They provided a training in the summer along with a training on instructional technology in order to support our teachers on how to provide engaging lessons via the internet.

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It was fortunate that the majority of recently adopted curriculum had online forums for students and teachers to access content. Although, there were a couple of programs that were purchased to fill in the gaps such as Pioneer Literacy for access to online books, and other programs that provide online access to standards-based activities. One such program was IXL, a platform for all grade levels, which had access to the districts adopted ELA/ELD and math curriculum. Diagnostic assessments are provided in the program thus becoming our "go-to" for formative assessments for progress monitoring. The district created a progress monitoring form that was to be completed monthly and given to the parents. Parents voiced their concern over learning loss via Parent surveys and during bi-weekly Principal Forums, thus the created of the monthly progress monitoring tool. The data results of the monitoring tool indicated that our students were working hard to learn this new way of instruction and were not falling behind as much as we thought they would. The one grade span that was suffering the most was 6th-8th grade. Teachers felt that students were not getting online to engage with the content but would show up for their "live" zoom meetings to get attendance credit. Luckily, the district came back in person via hybrid in November 2020 which helped bring more accountability to these students. Parents were also being contacted daily by the teachers via email, Remind App, and or Class Dojo in order to communicate about their child's performance, along with parent conferences with the Principal in which parents were voicing their frustrations with monitoring their child at home and not being able to navigate technology well. Therefore, the district directed the Parent Liaison and the Tech Coordinator to reach out to parents to invite them in for individual technology training.

The staff at OV is amazing. The flexibility in shifting job duties and roles was much appreciated by the district. While there were no students on campus, teachers were able to teach from home, instructional aides continued with their small groups from home, and office staff that could work from home, did. District administration collaborated with the teacher union to come to an agreement that those teachers that felt unsafe to come in to work could work from home. Some departments only worked sporadically, and others found projects to work on. All along the way the cafeteria department stayed in person, feeding our families every day of the week. In the end, everyone's role changed in some form and not only changed once, changed multiple times due to state requirements constantly changing. This produced a very tired, frustrated staff with low moral that will take a lot of time to repair and bring back to pre-covid life.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Allocation of funds for teachers to tutor students outside the instructional day.	5,000	0	Yes
Purchase of online virtual books for our Guided Reading program.	3,600	3,600	No
Purchase of virtual assessment kits to support our Guided Reading program.	377	377	No
Purchase of online platforms that assist students with accessing content, turning in work, and live checking for understanding i.e. Classkick, Screencastify, KAMI and IXL.	16,000	15,999	Yes
Purchase of virtual writing program from Heinemann publishing.	700	881	No

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

The plan to utilize teachers as tutors outside the instructional day did not happen.

Analysis of Pupil Learning Loss

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

Students are resilient. It is amazing how children can be thrusted into significant changes in their life such as learning only from home, and they return with a vengeance. Their eagerness to get back into some type of normalcy is evident and their willingness to do what is asked of them is shown through the data.

It was clear that the district needed to devise a way to monitor student progress more frequently because slipping behind was too easy during distance learning. Full distance learning took place from March 13, 2020 thru October 30, 2020. Therefore, a monthly progress monitoring tool was developed that captured IXL data and benchmark data for transparency. Parents received this information monthly as well. Teachers were well informed on where their students' gaps in learning were and they conducted small group zooms and even one on one time with students that needed the extra support. Having a program like IXL was vital in keeping up with the formative assessments needed for the progress monitoring tool.

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K-2 teachers continued with their Guided Reading groups via zoom by adding an online book library for them to pull from for their lessons. Then the district returned in person part time through a hybrid program on November 2 2020, and this was a valuable decision because it gave teachers a better opportunity to reach the students individual learning needs. Finally, the district moved to full in person instruction March 13, 2021. During the course of 2020-2021 school year, students will have had 2 1/2 months of full distance learning, 4 months of hybrid learning, and 3 months of full in person learning. The shifts in instruction and assessment took a toll on our teachers and students. Assessments inadvertently looked different at each stage, all the while trying to capture the best data that we possibly could. There are definitely flaws and inconsistency in retrieving data but in the end DRA results show that as of May of 2021 74% of kinder students reading at grade level, 1st grade 46% of students reading at grade level, and 42% of second graders reading at grade level. IXL reading levels for 3rd through 8th show 45% of students are reading greater than one year below grade level. Benchmarks in ELA, math, and writing all show an increase in proficiency from trimester one to trimester 2. Growth! Proficiency levels in each core area are ranging from 58-63%. Also, the Outgoing local assessment that has been chosen in lieu of the CAASPP for 2021 indicates 26% mastery in math and 23% mastery in ELA districtwide. Not superb but this now becomes our baseline that the district will use to monitor growth in future years.This also gives us a starting point at which to implement our new intervention program that will begin in the Fall 2021 that will focus on tier 2 and tier 3 support daily for our students.

The district, for the first time, will launch a full, 6 week, summer school program for current kinder through 7th grade students. It's focus or theme is learning across the world. It is a time to focus on diversity and acceptance, along with enjoying learning literacy through art, music, food, literature, and dance. Students need the opportunity to engage in literacy instruction and intervention but in a way that is light-hearted and fun in order to embrace a positive mental health.

District Superintendent periodically reviews performance data on student achievement and discusses her suggestions on how to support learning gaps. The board is very supportive in approving programs and materials or supplies to support learning in the classroom. Grade level lead meetings have become even more important in the last year in order to hear from teachers on how learning is progressing with their students. During these meetings, the leads make suggestions on curriculum, instructional supports, and or training's that are needed. They are in the trenches and hearing from them is crucial for Oak Valley's success.

Analysis of Mental Health and Social and Emotional Well-Being

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

We are fortunate that we are a small, rural school district in the fact that we can monitor our students a little more closely. The relationships our teachers and staff create with our students is something to be proud of but the pandemic has challenged these relationships. It came to light that two of our students were contemplating suicide without our teacher's knowledge. The information came from the parents. Luckily the district had hired a school counselor the year prior and the district contracts with the county for Psych services. Due to the increasing concern by teachers and parents for our student's mental health, the district will continue on with the school counselor position and increase a day with the contracted Psych services. The district also chose to go with a different student survey by moving away from the California Healthy Kids Survey, that focuses less on mental health, and switched to Youth Truth, a survey that focuses more on the mental health status of our students. This survey is a little more delicate in the topics for students but yet necessary to reach the most vulnerable. The CHKS will still come back into play in the future but for now, the Youth Truth survey is needed. Survey results for middle school students indicated that only 68% of our students felt positive about their life and only 45% of these students felt that they had an adult that they could reach out to for help. This is an indicator that not all of our students can connect with an adult within our organization. It also shows that a third of our students are feeling bleek about their lives. The district needs to reach out to all students by increasing communication and awareness about our programs and or create new programs that connect our students with a trusting adult.

Another strategy that has been implemented in our 5th grade classes is Mindfulness. This teaches students how to handle their anxieties, frustrations, and anger in life. There is a lot of stress placed on the students currently and helping them cope through mindful strategies is just another way we can support our students mental health. This concept also bleeds over to our staff. Various entities such as SISC, have shared healthy living strategies and those have been shared with the staff to encourage its use. Also, finding ways to show appreciation to staff have been extra important this year.

Analysis of Pupil and Family Engagement and Outreach

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

Prior to the pandemic, the district created a Family Resource Center which has a Parent Liaison that runs it. The goal is to reach as many parents as we possible could offering a variety of academic resources as well as health and human services connections. During the stay-at-home order, it became extremely important that contact with our parents stayed consistent. The liaison continued to make phone calls to families as well as support teachers with bilingual communication with our Spanish speaking families. In person contact became null thus impeding on this relationship building concept. Although, help did not cease, it changed. Instead the parent support shifted to helping our families with technology support so that parents can become well-versed on how to assist their children with accessing their education online. Parents would sign up to come into the Family Resource Center to receive one-on-one help with

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technology access. The district used all COVID19 precautions while helping parents, but ultimately knew that we needed to continue our support.

Another outreach opportunity for our families was to open up the library for one-on-one access to books. It was imperative that our students still had the ability to access literacy books and it provided an outing for our families that was safe and enjoyable, along with the children being able to still feel connected to their campus.

Teachers were diligent in communicating to our families about their child's academic growth by providing a monthly progress monitoring tool for each child, consistent email communication, and parents still participated in parent conferences twice a year with 100% attendance. Teachers recorded daily their synchronous attendance with each child ensuring that they were engaged daily. Although, the asynchronous work was difficult for some who needed additional guidance and for those older who thought this was a time of minimal engagement by sleeping in or seeing this time as a vacation. Distance learning was not the best option for some but most tried their very best. The district created a re-engagement plan that mirrored the MTSS model of tiered support. This began with teacher contact, then school counselor or parent liaison contact, and ending with principal contact.

Analysis of School Nutrition

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

School nutrition was a staple at Oak Valley. Multiple staff members stepped in to assist with daily food distribution. The district provided today's lunch and tomorrow's breakfast every day utilizing the drive through/pick up system. For two hours a day, families could come and pick up meals for their children. This started out with all children under 18 in the household and not having to be a student of OV to then narrowing the distributions to just OV families, and then to only OV students. All along the way, meals have been consistently given to our families.

The only challenge was in the beginning of the stay at home order, the cafeteria staff felt that their safety towards COVID19 was unimportant. Therefore, the district provided other staff members to assist with the cafeteria staff to decrease the burden of exposure to people, and decreased the amount of hours working in person to also limit exposure to people. In the end, we made it through and rally together in support of providing food to our families who are identified as 77% low income.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The district hired a School Counselor for the 2020-2021 school year to help support the mental health needs of all our students, families, and staff.	80,000	43,941	Yes
Pupil Engagement and Outreach	Contracted services with ValleyPBS in order to provide training for our parents on various topics surrounding Distance Learning.	6,250	6,250	Yes
Mental Health and Social and Emotional Well-Being	Contract with Truth Youth to survey student's mental health .	3,000	3,300	Yes

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

The School Counselor's salary was split into two funding sources 1) Learning Loss funds and 2) LCAP. The funds not used in this action were used on additional technology devices, materials, and services to ensure our students were given access to online instruction without interruption.

Overall Analysis

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

The goals of the 2021-24 LCAP are relatively the same from the previous LCAP due to their broad scope and their importance has not changed. Although, the actions have changed due to the specific needs of our students stemming from distance and hybrid learning. This also includes the paradigm shift in instruction that the pandemic forced us into such as instructional technology and mental health support but additionally mitigating learning loss. A paradigm shift has also occurred in "what" our students learn. More specifically recognizing that teachers and parents are tired of technology and even though it is now a requirement in our classrooms, learning outside of our classroom has become even more important. Reverting back to dramatic play with our kinders to bringing in more art to our intermediate levels to getting our middle schoolers out into the OV farm to get their hands dirty. Yes, learning the core is important

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but what we have learned is that for the sake of the mental health of our children, we need to broaden our scope of influence by incorporating more of the "fun" stuff.

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

Literacy will always be the primary focus of student learning. Our continued efforts to provide a quality reading and writing program will remain steadfast, it is the new organization of interventions that will keep our students from continuing to fall from the effects of distance learning. Teachers and instructional aides will continue to be coached in Guided Reading, Lucy Calkins writing, and ELD in order to ensure our students acquire grade level reading proficiency. TNTPs accelerated learning model will be the districts philosophy in "catching" students up and re-aligning all grade levels to Illuminates pacing guides and benchmarks will provide for consistency in data collection that will aide in identifying the learning gaps across grade levels.

An Intervention Specialist and 3 additional intervention instructional aides will round out the Intervention Department (ID) to provide a Multi-tiered System of Support (MTSS) for all TK-8th grade students. Small group, push in, and 1:1 services will aide in accelerating learning during Walk to Success time, which will be 45 minutes daily. ID will utilize a program called Beyond SST that will capture the data for student interventions that will be monitored every 6 weeks thus reorganizing the intervention groups based on need.

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

None

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

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

One would think that the anticipated design of the 21-22 three year LCAP would have changed drastically due to the pandemic and potential learning loss. In all actuality, the safety nets that were previously in place in the LCAP for such things as learning loss, socio-emotional support, and behavioral modification really stayed the same. Instead, the depth of the support is what changes. Oak Valley's educational vision is not changing for our students, families, and staff. The overarching concept of the previous goals are still in place; quality literacy programs, specific reading proficiency goals, parent involvement, and a safe environment. They are just now enhanced to provide a greater depth of support. The 2019-20 LCAP was written by previous administration and the 2020-21 LCP was written by current administration. In the end, both had academic supports and growth in mind while providing a broad course of curriculum. The pandemic put a halt on some actions and shifted focus to other areas. Having the flexibility within the plans has been essential for spending our funds where specific supports were needed.

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Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,334,531.00	1,117,503.00
	0.00	0.00
LCFF Supplemental and Concentration	86,905.00	1,022,819.00
Supplemental and Concentration	1,137,113.00	0.00
Title I	74,503.00	78,294.00
Title II	9,469.00	0.00
Title III	16,541.00	16,390.00
Title IV	10,000.00	0.00

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,334,531.00	1,117,503.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	637,552.00	591,732.00
2000-2999: Classified Personnel Salaries	372,694.00	327,065.00
4000-4999: Books And Supplies	100,105.00	58,931.00
5000-5999: Services And Other Operating Expenditures	0.00	46,912.00
5800: Professional/Consulting Services And Operating Expenditures	224,180.00	92,863.00

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

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Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,334,531.00	1,117,503.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	11,000.00	591,732.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	617,083.00	0.00
1000-1999: Certificated Personnel Salaries	Title II	9,469.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	232,381.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	281,650.00	0.00
2000-2999: Classified Personnel Salaries	Title I	74,503.00	78,294.00
2000-2999: Classified Personnel Salaries	Title III	16,541.00	16,390.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	60,905.00	58,931.00
4000-4999: Books And Supplies	Supplemental and Concentration	39,200.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	46,912.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	15,000.00	92,863.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	199,180.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	10,000.00	0.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	731,305.00	590,973.00
Goal 2	31,905.00	24,870.00
Goal 3	571,321.00	501,660.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$310,703.00	$366,755.53
Pupil Learning Loss	$25,677.00	$20,857.00
Additional Actions and Plan Requirements	$89,250.00	$53,491.00
All Expenditures in Learning Continuity and Attendance Plan	$425,630.00	$441,103.53

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$224,708.00	$276,162.73
Pupil Learning Loss	$4,677.00	$4,858.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$229,385.00	$281,020.73

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$85,995.00	$90,592.80
Pupil Learning Loss	$21,000.00	$15,999.00
Additional Actions and Plan Requirements	$89,250.00	$53,491.00
All Expenditures in Learning Continuity and Attendance Plan	$196,245.00	$160,082.80

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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
Oak Valley Union Elementary School District	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

Plan Summary [2021-22]

General Information

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

Oak Valley is a single school district currently serving 575 students from Transitional Kindergarten through Eighth grade. It is a school rich with over 60 years of history and tradition which has drawn parents to send their student to our school. We have 62% of our students that come from outside of our attendance area and are on an Inter-District agreement. Despite this make-up, it is a school that invites parents and community to become an integral part of the organization.

Oak Valley's profile must be considered within the context of the larger community of Tulare County and the San Joaquin Valley. It is the most productive agricultural county in the world's greatest agricultural region. This region has some of the highest poverty rates in the state.

Oak Valley's enrollment reflects the demographic picture of the county and surrounding area. Seventy-two percent of Oak Valley students receive free or reduced lunch. English learners represent 22%, Special Needs students represent just under 5%, and Migrant students equate to just under 6% of the overall student population. The largest student group of students is Hispanic at 76%; the second is White, Non-Hispanic at 21%.

The district serves its students with a total of 29 full-time teachers. This includes an Art Teacher and a PE teacher. In order to support the Governing Boards vision of small class sizes, instructional aides support teachers in every classroom grades TK- 2nd grade. Students with special needs are provided with a full-time Special Education teacher and two instructional aides that are employed by the Tulare County Office of Education. A School Counselor was added to recently to support students with their socio-emotional needs. Additionally the district increased the amount of days for the School Psychologist to 2.5 days. The district recently hired an Intervention Specialist, along with 3 intervention instructional aides, that will support all students with learning loss beginning Fall 2021. The Bilingual Aide and the Library Tech position have both become full time positions in order to increase time spent with our ELD students and increase access to the library to support our literacy initiative. The school is led by the school site Principal. It is this team that works every day to provide a rigorous, supportive educational experience that meets the individual learning needs of every student.

Reflections: Successes

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

Due to the pandemic the Dashboard was suspended for the 2020-2021 school year. The previous year, 2019, the district was on an upward trajectory in ELA and math, along with a decrease in chronic absenteeism. The 2019/2020 school year also brought brand new administration at the Superintendent and Principal level. The year began with great hopes of new leadership, collaboration, and a new lense on student learning at Oak Valley. Right about the time that the administration was beginning to recognize the areas of growth, the pandemic hit and the lense we were looking through turned dark. We were all thrusted into a situation that no one had ever been in. More than ever, this was a time where leadership had to come together just to get through the 19/20 school year. Once it was recognized that the changes were going to continue into the 20/21 school year, we knew that this was not temporary and the educational landscape was forever changing.

At this point, it was evident that teachers and administration needed to have a consistent, formative way to monitor academic progress while the students were not at the school site. The purchase of IXL, an online standards-based learning and assessment system, became an integral part of our instruction. IXL not only housed access to our adopted curriculum, it also provided for diagnostic assessments in all standards and based on their performance students could be assigned intervention work. IXL not only provided teachers with the ability to recognize student progress and gaps, they also had the ability to share this information with parents frequently.

One of the 19/20 objectives was to begin a strategic approach to Guided Reading. Training, coaching, and collaboration amongst the teachers was amazing. Every K-3rd grade teacher committed to the district goal and consistent fidelity to the program was being achieved. When distance learning became a reality, the teachers and the instructional aides remained committed to the Guided Reading groups. Virtual training was provided to help teachers work through the frustrations of providing a small group virtually. In the end, our students were provided with their small group instruction consistently because of the hard work and dedication of our teachers.

The pandemic also required all teachers to become savvy at facilitating technology throughout their instruction. Initially teachers were introduced to SWIVL, a device that allowed teachers to present their lessons through a live feed that students could access from home and the device freed up the teacher from having to stay behind a laptop. The SWIVL "swivels" and follows the teacher during instruction. Another tool, Google Classroom, became a useful requirement for teachers to become savvy at so that students of all ages could turn in assignments online instead of the previous mode of paper packets. Google Classroom also provided an opportunity for increased parent communication through Google Hangouts and email. Specific training to give teachers knowledge of how to diversify their instruction became extremely important to keep students engaged. Through the districts 1:1 initiative, every student had a computer at home to utilize the online classroom platform along with hot spots in order to access the internet. The technology department worked feverishly to ensure all teachers, staff, and students did not have any interruptions in learning and instruction. This became a daunting task but through an addition of tech support, they succeeded.

Student's mental health became an area of focus almost immediately. The School Counselor developed an online "Counseling Classroom" so that every could have access to the counselor and to activities that helped students through their emotions. The counselor also continued to have small groups and 1:1 counseling sessions throughout distance learning. Other courses such as PE and art also gave students other

outlets to assist in balancing the required screen time that they were becoming very tired of having. Extra curricular opportunities has now become a vital source for balance in the curriculum.

Overall, the dashboard was obsolete but local data was retrieved from such programs as IXL assessments, Guided Reading assessments, teacher/student and teacher/parent conversations, engagement reporting, grades, and local benchmarks. In the end, Oak Valley continued to push students forward in their learning.

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.

Pandemic recovery efforts will need to be in place for the next few years thus close monitoring of student progress academically and socio-emotionally become of utmost importance. With the transition of new administration also came the Executive Order to social distance. This administration has not been able to have a school year uninterrupted by COVID19. Therefore, there is a need to develop consistent, routine protocols for normal day-to-day implementation of our programs as well as creating a system of supports that will ensure children progress forward in their learning. Then, a frequent, formative assessment check that will identify students early on if they are falling behind. An intervention team needs to be in place to solely focus on these students as well as have appropriate strategies and curriculum for intervention students to engage in.

Currently, our 3rd-8th grade students have only mastered 23% of ELA and 26% of math standards on the Outgoing Assessments. Instruction will need to focus on accelerating learning by consistently reviewing the skills needed prior to teaching grade level content. This rhythm of pre-teaching will need to become a normal practice of instruction until scores show an increase in proficiency.

Fifty-four percent of our Kinder thru 2nd grade students and 35% of our distance learners are reading at or above grade level. Although, 32% of our Kinder thru 2nd grade students are within one year of reading at grade level, this is not including the 60% of distance learners who are within a year behind. With intense interventions with the students who are within a year behind, it is likely that we will be able to get these students reading on grade level within the next year.

This LCAP reflects the aforementioned needs. It's actions include trainings to support teachers with accelerated learning and the MTSS model. It also supports an Intervention team that includes an Intervention Specialist and additional instructional aides. This LCAP also continues to support the Governing Boards priorities of providing a well rounded education in a safe, learning environment that invites parental collaboration.

LCAP Highlights

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

The Governing Boards overarching goals for the district are reflected in the 2021-2024 LCAP. Due to Oak Valley UESD being a rural TK-8 school district, it is very important that the district provides its students with opportunity to access a broad course of curriculum in an engaging, safe learning environment. The Governing Board also recognizes that the relationship with the parent is vital to support the needs of the students in a holistic, wrap around approach. This is all highlighted in the LCAP by 1) providing for an Ag and Art teacher to broaden instruction, 2) providing staff and parent training on how to create a supportive relationship to foster student support in the home, and 3) provide a school counselor that can act as a facilitator between home and school offering consistent support of our students mental health needs. More specifically, this LCAP introduces a focus goal for the first time and it is to assist in the district's literacy initiative to see that at least 80% of students are reading on grade level by 3rd grade. This goal includes actions such as creating a 4 year old Expanded TK class, maintaining smaller class sizes, and providing summer school in order to hit this mark of 85%. The other objective from this focus goal is to increase our reclassification rate through literacy acquisition.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

Throughout the year the Superintendent meets with various stakeholder groups to retrieve insight on various topics. Data is retrieved and recorded qualitatively and quantitatively through various surveys depending on the stakeholder. The following is a calendar of stakeholder meetings during the 2020-2021 school year:

Grade Level Lead Meetings, Twice a month
Certificated PLC Meetings, Weekly
Classified Staff Meetings, Once per Trimester
SSC/ELAC (serves as PAC), 3 times per year
ELD Committee meeting, March 10, 2021
Superintendent Student Council, 3 times per year
SELPA TCOE annually

Various surveys are also given throughout the year:

LCAP Parent Survey March 2021
Certificated Staff participated in an LEA Self Assessment, Spring 2021
Staff Development Survey, March 2021
Youth Truth Survey, November 2020

All information gathered is considered from all stakeholders and compared with various performance data to identify appropriate expenditures that would meet the district's needs.

A summary of the feedback provided by specific stakeholder groups.

The following summarizes feedback provided by specific stakeholders:

Teachers and staff are feeling that academic support needs to be provided through supplemental activities such as tutoring, intervention teachers, and summer school. Grade level leads stated that programs like PBIS and AVID would be useful along with appropriate training for teachers to support those programs because they offered a district-wide, systematic approach to learning supports. The response to the staff professional development survey indicated a request for additional training in 1)writing instruction, 2) Instructional Technology, and 3) ELD instruction. Survey results from the climate survey indicated low scores in the areas of: team building, cultural diversity, feeling valued, not being part of the decision making, autonomy in creativity, and communication. The ELD committee, that is comprised of 3 teachers, 1 aide, and the principal, suggested in a meeting to add programs such as: Mystery Science, additional field trips just for ELLs, literacy books to

keep at home, increase cultural celebrations, and Rosetta Stone for enrichment. Classified staff encourage more cultural diversity, improve parent/teacher relationships, and create a library that is open all day.

Parents had a wide-range of suggestions but consistently there was a message of 1) additional support needs to be provided for struggling learners through additional aides, reading intervention teacher, or after school tutoring, 2) broadening enrichment activities that include hands on learning along with more rigorous content and include the primary level, 3) a request for anti-bullying activities, and 4) more communication with parents that includes training on how to help their child at home.

Students are requesting additional equipment to play with on the playground. They would also like to see more activities during special celebrations such as Red Ribbon Week that could have food for sale during the events. Instructionally they would like more chemistry, astronomy, field trips, and better access to the internet. They evidently keep getting kicked off the internet at home.

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

Goal 1 is focused on providing students with a broad course of curriculum to meet the desires of the students and parents. Therefore, an Art teacher and Ag teacher is provided along with a Technology Director that will continue to help provide technology support at school and at home.

Goal 2 is focused around parental support. There is a common theme between staff and parents that they would like their relationships to grow in order to produce increased parent involvement. Therefore, programs such as Latino Family Literacy Project is an action that will engage parents on how to help their child's literacy at home. This also supports the district's literacy initiative (focus goal 3). The district will also commit to providing parent engagement training to all certificated staff in order to find ways to build relationships with our parents. Lastly, an Intervention Resource Center (IRC) will be developed not only to house our intervention specialist and aides, but to also provide a space for PTO to engage with administration and staff so that they become an integral part of the organization.

Goal 3's focus is solely on reading proficiency knowing that if we can create supports for struggling learners, we will not only support the LEAs goal but parents and staff could see that they are being part of the solution as well. Their requests included additional intervention staff and training, which the actions in this goal provide. This goal also supports the request for additional supplemental support such as summer school and the addition of an additional Expanded TK class for 4 year olds.

Lastly, Goal 4 is meeting the socio-emotional requests to students, parents, and staff. Providing a school counselor will assist with anti-bullying programs in order to provide a safer school learning environment.

Goals and Actions

Goal

Goal #	Description
1	All students, including SPED and ELLs, are exposed to a well-rounded, broad course of curriculum, which includes the CCSS, VAPA, CTE, as well as athletics in order to prepare students for college and careers. (STATE Priority: 2,4,7)

An explanation of why the LEA has developed this goal.

During a board priority session, the Governing Board established a priority that all Oak Valley students enter high school with exposure to a broad course of curriculum in order to help prepare students to access a specific pathway of interest in hopes that our students would be more aware of which course offerings they would be interested in. Therefore, this goal helps create curriculum options for our students. Parents have also expressed in stakeholder meetings that they desire enrichment programs such as 4H.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course enrollment	2020-2021 All Middle School students have the opportunity to take Art and Ag. Kinder thru 5th grade have revolving opportunities to be exposed to Art and Ag through teachers preps.				All students K-8th grade have exposure to Art and Ag courses.
Online Curriculum Usage Reports	2020-2021 Majority of teachers utilize online curriculum platforms for instruction. Those that are not being used are discontinued.				All online platforms are used by all teachers if appropriate for their grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Technology usage report	2020-2021 All students who need access to technology and the internet have access.				All students have access to technology and the internet.
SARC-Teacher Mis-assigned	2020-2021 one teacher mis-assigned.				No teacher mis-assigned
Access to Academic Standards and or Framework Reflection Tool	2020-2021 Students have access to all core content standards and the VAPA electives that are aligned with the state adopted standards.				All core content and all elective courses are aligned with the state adopted standards and or frameworks
ELA Academic Indicator	2019 2.9 points below standard on Dashboard				1 point below standard on Dashboard
Math Academic Indicator	2019 15.3 points below standard on Dashboard				5 points below standard on Dashboard
SARC-fully credentialed teachers	91% of teachers fully credentialed Baseline 2020-2021				100% of teachers fully credentialed
Availability of standards-aligned instructional materials will be 100% for all students including unduplicated and special needs students.	100% of students have access.				100% of students will have access

Actions

Action #	Title	Description	Total Funds	Contributing
1	Software, apps, and license agreements	In order to provide access to various online curriculum programs for instruction.	$30,000.00	Yes
2	Technology Coordinator and tech support	Ensures all students, included SPED and ELLs, have access to technology.	$89,458.00	Yes
3	Art teacher	In order to broaden course access to all students including low income, ELLs, and SPED students.	$100,489.00	Yes
4	Ag Teacher	In order to provide a broad course of curriculum for all students including low income, ELLs, and SPED. The district is creating the OV Farm. This action will provide for the teacher and materials needed to run the program.	$85,334.00	Yes
5	STEAM Lab Supplies	A STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has been created to offer enrichment activities for all students including low income, ELLs, and SPED students during Walk To Success time. This action will support the materials needed to build the program.	$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Parents are provided with the resources they need to support their child's growth and development, along with opportunities to participate in a variety of activities both inside and outside the classroom setting, including the decision-making process of the district. (State Priority: 3,5,6)

An explanation of why the LEA has developed this goal.

Goal 2 mirrors the Governing Boards priority of collaborating with parents and supporting their needs. Parents have also indicated that they would like to feel more welcome at the school, specifically in the classroom. This goal provides a way to increase parent involvement in the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent visitation logs	One third of all classrooms provide opportunities for parents to visit and be involved in class activities. Baseline established in 2021-2022				Every classroom has record of parents participating actively and consistently.
Participation rate	25% of our neediest (ELL, Low income, minority) families participate in the Family Latino Literacy project. Baseline established in 2021-2022.				100% of our neediest families have participated at least once during the past 3 years, in the Family Latino Literacy project.
IRC Participation Rate	All parents have the opportunity to access				75% of our parents have visited the IRC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the Intervention Resource Center and there is an increase in the amount of parents visiting the IRC throughout the year. Baseline established in 2021-2022				
Parent Surveys	30% of parents completed the LCAP survey provided by the district.Baseline 2020-2021				80% of parents complete the LCAP survey.
LCAP Survey measuring parents' and staff sense of safety and connectedness at school	Baseline to be established in 2021-22				85% of parents will feel safe and connected at school. 85% of staff will feel safe and connected at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement Training	All teachers and staff participate in parent engagement training in order for parents to feel welcome to campus and into the classrooms.	$5,000.00	Yes
2	Latino Family Literacy Project	Provide parent training in literacy in order to increase parent involvement, reading & vocabulary, family reading routine, and engagement with staff.	$4,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Intervention Resource Center	Create a space for parents of unduplicated families that will offer academic support for them at home as well as a space to become involved with parent activities during the day such as PTO meetings, SSC/ELAC meetings, sign up for volunteering in the classroom and other activities. It is also a space to connect with outside resources.	$2,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Focus Goal: Each year 80% of exiting 2nd grade students read on grade level. If students are struggling to meet this goal, MTSS is in place to meet the intervention needs of the student. (State Priority: 2,4,5)

An explanation of why the LEA has developed this goal.

We would like to increase our English Learner Reclassification rate as identified on the Dashboard data. Reading proficiency will assist in reading, writing, listening, and speaking for our EL students. Previously, there was not a consistent process of collecting and analyzing reading proficiency data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Focus Walk data	Baseline created in 2021-2022				100% of teachers are utilizing best practices learned from trainings.
English Learner Progress	2019 52% of ELLs are progressing in English proficiency as indicated on the Dashboard				70% of ELLs are progressing in English proficiency as indicated on the Dashboard
DRA results	2020-2021 42% of 2nd grade students reading on grade level on the May DRA results				80% of 2nd grade students reading on grade level on the May DRA results
Tier 2 and Tier 3 percentages	Baseline created in 2021-2022				<15% Tier 2, <5% Tier 3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development/Coaching	Professional Development activities/coaching provided by TCOE in Guided Reading, Writing, ELD and Instructional Technology in order to increase reading proficiency and reclassification rates.	$20,000.00	Yes
2	TK-2nd grade Instructional Aides	Part time instructional aides that provide small group literacy support including unduplicated and exceptional needs students.	$239,447.00	Yes
3	Bilingual Aide	Full time Bilingual Aide that works specifically with ELLs one-on-one, within a small group setting, or pushes into the classroom for assistance in order to increase English proficiency.	$14,758.00	No
4	Additional teachers hired for smaller class sizes	Maintain additional teachers in grades TK, 4th, 5th, and 6th grade in order to provide smaller class sizes to support the high risk needs of our unduplicated, ELLs, and special need students.	$454,150.00	Yes
5	Summer school	Provide summer school enrichment program to enhance literacy skills in all students including our unduplicated students and students with special needs.	$38,762.00	Yes
6	Expanded TK class	Provide an additional 4 year old expanded TK class that will support early acquisition of literacy skills for all students including unduplicated students and students with special needs.	$99,238.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Students are highly engaged in a positive, safe, learning environment that supports the socio-emotional needs of the students in order to achieve school connectedness. (State Priority: 1,4,5,6)

An explanation of why the LEA has developed this goal.

This goal also supports the board's priority of ensuring our children are safe and we are meeting the socio-emotional needs of students. This is especially important due to the recent ramifications of the pandemic and students being forced into distance learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Results	75% of students feel safe at school				85% of students feel safe at school
FIT (Facilities Inspection Tool)	Excellent Rating				Maintain excellent rating
Chronic Absenteeism rate	2019 3.9% Chronic Absenteeism rate as indicated on the Dashboard				<3% Chronic Absenteeism rate as indicated on the Dashboard
Suspension Rate	2019 .7% as indicated on the Dashboard				<1% as indicated on the Dashboard
Middle School Drop Out Rate	0% drop out rate 2020-2021				0% dropout rate
Expulsion Rate	0% expulsion rate 2020-2021				<1% expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	97% 2019-2020				Maintain 97% or greater attandance rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselor	Provide a school counselor that creates small groups and provides one-to-one sessions for students that are in need of socio-emotional and behavioral support.	$96,907.00	Yes
2	Facility Maintenance	In order to provide a safe, learning environment for all students, this action is necessary to make repairs to an aging school facility that at any given time, a significant repair might be necessary.	$30,000.00	Yes
3	Grade Level Leads	One teacher from each grade level will be selected thru an application process to become a lead for that grade level. Grade level leads provide another layer of leadership that helps disseminate information from administration in order to provide an efficient, effective learning environment for all.	$9,507.00	No

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.27%	1,221,133.00

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

Required Descriptions

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

While reflecting on the development of the actions within the LCAP, the unduplicated students are considered first in ordered to create equality in their education. Oak Valley UESD in particular has a high percentage, 77%, of socio-economically disadvantaged (SED) students. English language learners (ELL's) make up approximately 25% of the population and there currently are no foster students in the district. Therefore, when the district surveys various stakeholders via online surveys, focus groups, etc, the strategy is to focus on identifying how to increase academic success for our SED and ELL's by equipping them with the advantages of non-SED and English only students would have while utilizing researched based best practices. Specific metrics are identified within the LCAP goals in order for the district to measure if the actions contributed to their success. The California School Dashboard indicates that the district's SED population is below standard in ELA 11.5 points and 24 points below standard in math which is greater than the total population at 2.9 points below in ELA and 15 points below in math respectively. The greater gap lies within the ELL's and 27 points below in ELA and 40 points below in math. Although, these data points increased from the prior years data which tells the district that some of the actions that are focused on increasing services are in fact working and are transferred to the next years LCAP. ELL's have been identified as the student group with the highest need due to them being the lowest performing in the district so there are specific actions identified for them specifically. The subsequent actions are principally targeted at addressing the needs of the Scoioeconomically disadvantaged adn English Learners firs. In order to most effectively and efficiently address these student group needs, the actions will be implemented district wide for the benefit of all students.
Below are specific actions that are provided to the entire school and are benefiting the unduplicated students at OV.

Goal 1: Action 1, Action 2, Action 3, and Action 4.

Why- This action is targeted specifically to the unduplicated population based on multiple data points. First, the Chronic Absenteeism rate on the CA Dashboard indicates that SED and ELL's are more chronically absent. Additionally, parent survey responses specifically indicating that they want their rural students to have access to co-curricular activities that broaden their scope of learning outside the core. How and Intended Impact: Providing VAPA, CTE, and STEM instruction will increase interest in attending school thus increasing the attendance rate, through exposing students to project based learning activities. Parent survey results will indicated their satisfaction in additional elective classes have been added to their child's schedule and there will be an increase in student participation at TCOE student events.

Goal 2: Action 1, Action 2, and Action 3
Why- This action was developed out of survey data retrieved from parents and staff that felt there needs to be a way that we can improve relationships between the two groups and improve parent participation in and outside of the classroom. Parents do not feel that they are welcome in the classroom and also do not feel comfortable speaking with school staff.
How and Intended Impact-Providing training for parents and teachers on how to build relationships and how to support their children in the classroom and outside the classroom will be visible in the amount of parents that are engaged in the classroom and participating in activities on site and on field trips. There will also be evidence of more parent communication from the teacher by teachers keeping a log of when they have called parents in reference to academics, behavior, etc. Parent surveys and parent participation logs will be evidence of this increase as well.

Goal 3: Action 1, Action 2, Action 4, Action 5, and Action 6
Why- The Board priorities, parent qualitative and quantitative surveys, as well as staff surveys all indicate their desire to keep Oak Valley classroom ratios small because they feel that it allows for individual learning to be target. Unduplicated student's needs are considered a priority which includes providing experiences outside the traditional school year with summer school options and an early start by providing an extra school year through expanded TK. More importantly, instructional aides are provided for Kinder through 2nd grade and are highly trained along with the teacher in Guided Reading. It is the district's priority for every child to be reading on grade level before they enter 3rd grade and it is a district priority to reclassify all students before they enter 4th grade. The aforementioned goals all contribute to closing the achievement gaps within our SED and ELL's, along with increasing English learner progress on the Dashboard.
How and Intended Impact-The district will provided extensions to learning through the summer school and ETK programs. This, coupled with ongoing reading and writing training for both instructional aides and teachers in a high ratio of adult to student will allow for our unduplicated student groups to increase performance on ELA and math state and local assessments, as well as provide an increase in English Learner progress and reclassification rate.

Goal 4: Action 1 and Action 2
Why-Student climate survey data indicates that there was an increase in students feeling unsafe at school. More specifically the fears were steaming from bullying.
How and Intended Impact- The district will provide a school counselor that is readily available to students and is incorporated into the MTSS that OV is implementing. Due to the age of the school, it is necessary to upgrade various security features that will assist administration in reducing the amount of bullying that is taking place. Features such as cameras will aid in deterring those behaviors that sometimes are unseen by others. This will help create a physically safe school environment for students with the hopes that climate survey data will

indicate a decrease in feeling unsafe at school. The desire will also be that attendance rates will increase, chronic absenteeism rates decrease with the feeling of safety which in turn positively effects the academic learning goals of the districts unduplicated students.

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

The district is utilizing all of the funding that it is receiving as a result of the % increased funding as indicated in the actions of the LCAP. Without this funding the district would not be able to provide the programs and services listed. Through the diligence and fidelity of providing the actions in this LCAP, student performance, specifically SED and ELLs, academically and socio emotionally should improve. Non-instructional supports found in the LCAP will also provide a well-rounded approach to supporting our students. Not only will the district provide an increase services based on the required % but will also improve services as provided by the metrics in the LCAP. All actions and components within each action were developed to positively impact students. Through these actions Oak Valley Union Elementary is meeting the requirement to increase or improve services by the Minimum Proportionality Percentage of 25.27%

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,220,438.00			$108,712.00	$1,329,150.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,194,202.00	$134,948.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Software, apps, and license agreements	$30,000.00				$30,000.00
1	2	English Learners Foster Youth Low Income	Technology Coordinator and tech support	$89,458.00				$89,458.00
1	3	English Learners Foster Youth Low Income	Art teacher	$100,489.00				$100,489.00
1	4	English Learners Foster Youth Low Income	Ag Teacher	$85,334.00				$85,334.00
1	5	All	STEAM Lab Supplies				$10,000.00	$10,000.00
2	1	Low Income	Parent Engagement Training	$5,000.00				$5,000.00
2	2	English Learners Low Income	Latino Family Literacy Project	$4,100.00				$4,100.00
2	3	English Learners Low Income	Intervention Resource Center	$2,000.00				$2,000.00
3	1	English Learners Low Income	Professional development/Coaching	$20,000.00				$20,000.00
3	2	English Learners Foster Youth Low Income	TK-2nd grade Instructional Aides	$165,000.00			$74,447.00	$239,447.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All ELD	Bilingual Aide				$14,758.00	$14,758.00
3	4	English Learners Low Income	Additional teachers hired for smaller class sizes	$454,150.00				$454,150.00
3	5	English Learners Foster Youth Low Income	Summer school	$38,762.00				$38,762.00
3	6	English Learners Foster Youth Low Income	Expanded TK class	$99,238.00				$99,238.00
4	1	English Learners Foster Youth Low Income	School Counselor	$96,907.00				$96,907.00
4	2	English Learners Foster Youth Low Income	Facility Maintenance	$30,000.00				$30,000.00
4	3	All	Grade Level Leads				$9,507.00	$9,507.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,220,438.00	$1,294,885.00
LEA-wide Total:	$1,220,438.00	$1,294,885.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Software, apps, and license agreements	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00
1	2	Technology Coordinator and tech support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,458.00	$89,458.00
1	3	Art teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,489.00	$100,489.00
1	4	Ag Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,334.00	$85,334.00
2	1	Parent Engagement Training	LEA-wide	Low Income	All Schools	$5,000.00	$5,000.00
2	2	Latino Family Literacy Project	LEA-wide	English Learners Low Income	All Schools	$4,100.00	$4,100.00
2	3	Intervention Resource Center	LEA-wide	English Learners Low Income	All Schools	$2,000.00	$2,000.00
3	1	Professional development/Coaching	LEA-wide	English Learners Low Income	All Schools	$20,000.00	$20,000.00
3	2	TK-2nd grade Instructional Aides	LEA-wide	English Learners	All Schools	$165,000.00	$239,447.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	4	Additional teachers hired for smaller class sizes	LEA-wide	English Learners Low Income	All Schools	$454,150.00	$454,150.00
3	5	Summer school	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,762.00	$38,762.00
3	6	Expanded TK class	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	$99,238.00	$99,238.00
4	1	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,907.00	$96,907.00
4	2	Facility Maintenance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	$30,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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