

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Valley UESD

CDS Code: 54-72017-6054175

School Year: 2023-24

LEA contact information:

Heather Pilgrim, Ed.S.

Superintendent

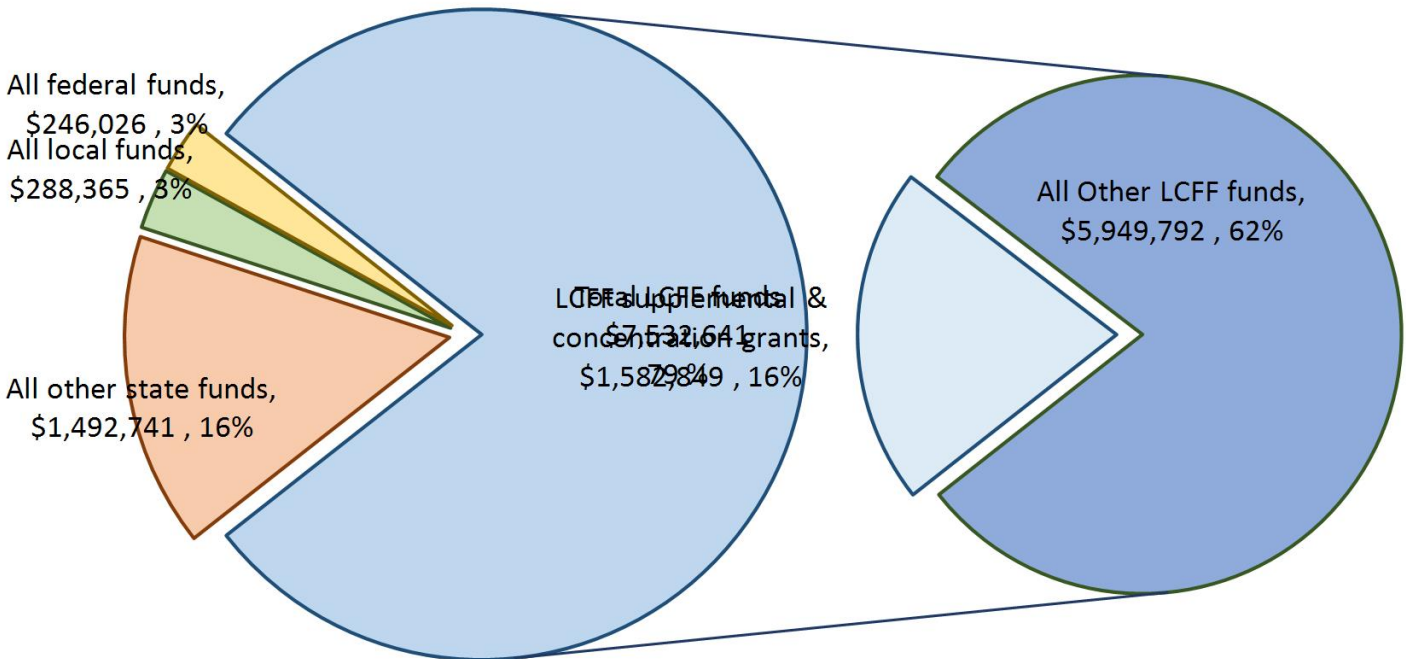
h.pilgrim@oakvalleyschool.org

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 2023-24 School Year

Projected Revenue by Fund Source

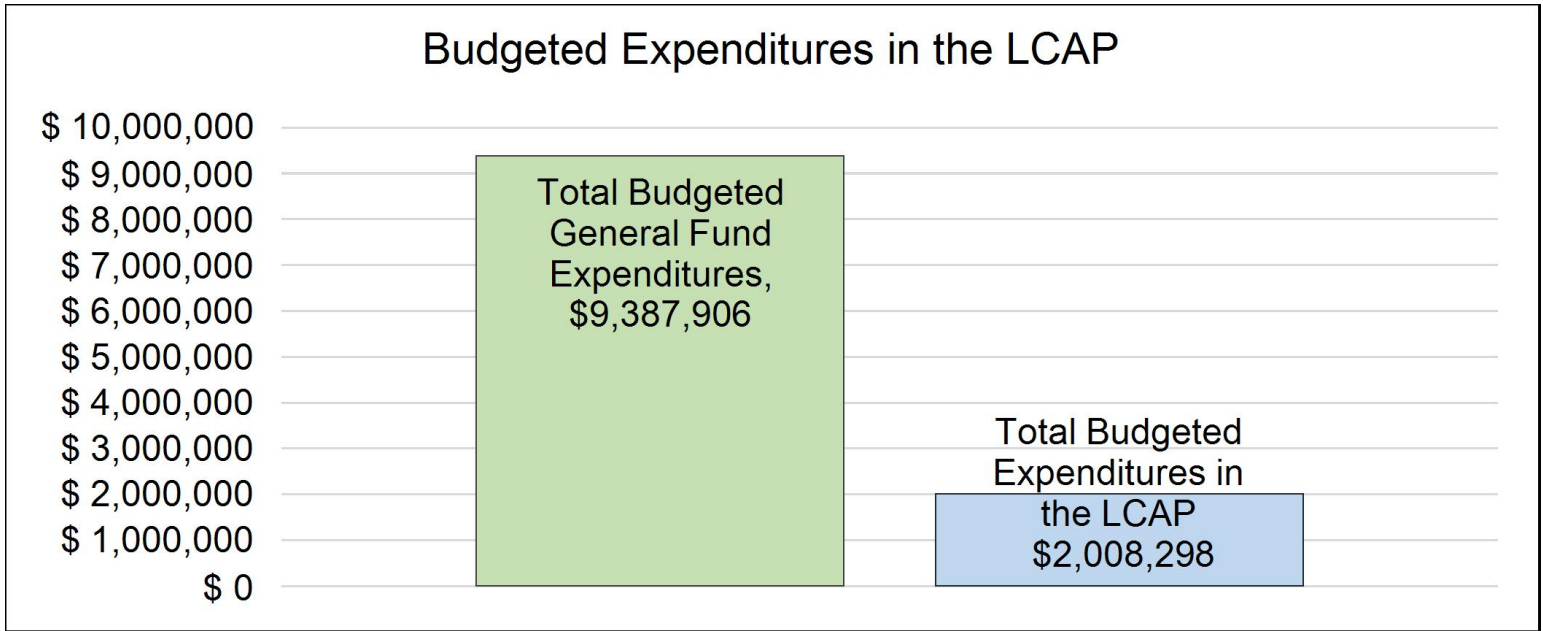


This chart shows the total general purpose revenue Oak Valley UESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Valley UESD is \$9,559,773, of which \$7,532,641 is Local Control Funding Formula (LCFF), \$1,492,741 is other state funds, \$288,365 is local funds, and \$246,026 is federal funds. Of the \$7,532,641 in LCFF Funds, \$1,582,849 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.



This chart provides a quick summary of how much Oak Valley UESD plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Valley UESD plans to spend \$9,387,906 for the 2023-24 school year. Of that amount, \$2,008,298 is tied to actions/services in the LCAP and \$7,379,608 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

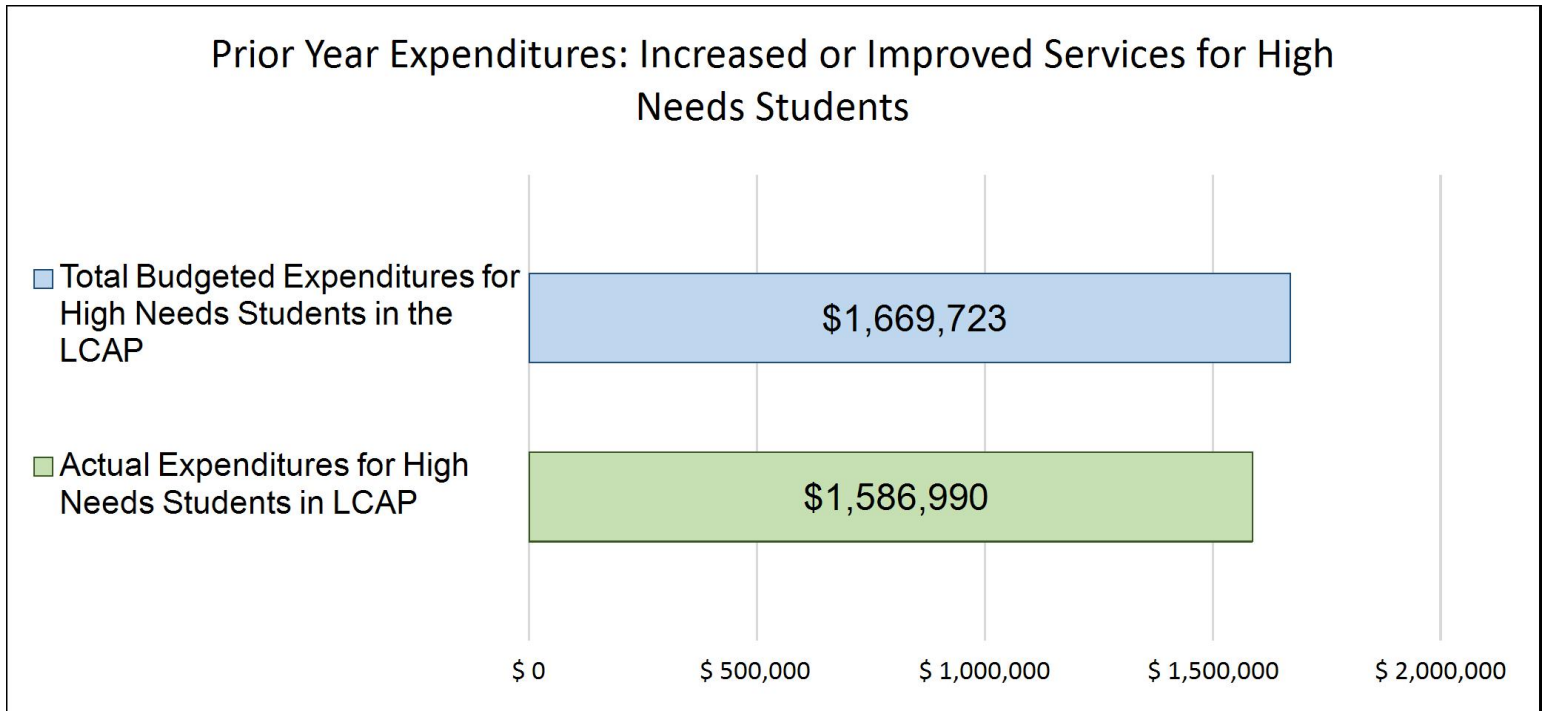
Classroom Teachers, Site Administration staff, Business Services, Human Resources, MOT staff, and other core program expenditures such as curriculum.

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

In 2023-24, Oak Valley UESD is projecting it will receive \$1,582,849 based on the enrollment of foster youth, English learner, and low-income students. Oak Valley UESD must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Valley UESD plans to spend \$1,722,375 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Oak Valley UESD's LCAP budgeted \$1,669,723 for planned actions to increase or improve services for high needs students. Oak Valley UESD actually spent \$1,586,990 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-82,733 had the following impact on Oak Valley UESD's ability to increase or improve services for high needs students:

The impact was minimal. Oak Valley Elementary School District continued to provide supplemental services for high needs students. The unspent LCFF funds will be carried over into 2023-24. The carryover is a result of new onetime funding being provided to the district with a spending deadline, thus those funds were utilized in lieu of LCFF.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Valley UESD	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

Plan Summary [2023-24]

General Information

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

Oak Valley is a single school district currently serving 570 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 58% 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-seven percent of Oak Valley students are considered socio-economically disadvantaged (SED), English language learners (ELLs) represent 25%, Special Needs students represent just under 4%, and Migrant students equate to just under 6% of the overall student population. The largest student group of students is Hispanic at 79%; the second is White, Non-Hispanic at 18%.

The district serves its students with a total of 33 full-time teachers. This includes an Art Teacher, Ag 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 and since the pandemic an additional 3 instructional aides to support 3rd-5th grade interventions. Students with special needs are provided with a full-time Special Education teacher and two instructional aides, along with a part time Speech Pathologist and School Psychologist. The district is a 4H In-School program through the University of California system which allows every student to become a 4H member and participate in 4H curriculum within the instructional day, as well as develop additional Ag and life skills by creating 4H projects in the after school ELO-P program. The Ag Teacher has been instrumental in creating this program along with establishing our middle school as a Future Farmers of America (FFA) chapter. Visual and Performing Arts (VAPA) continues to be a focal point at Oak Valley (OV), which includes a theatrical play every spring, a concert and marching band that perform throughout the year, and a vibrant competitive dance team. A School Counselor and a Counseling Tech continue to be funded by the Local Control Accountability Plan (LCAP) for ongoing support to

students' socio-emotional needs. An increased amount of days for the School Psychologist from 1.5 to 2.5 days for added student support has been crucial in meeting the increasing mental health needs. In an effort to mitigate learning loss due to the pandemic and to develop a sustainable best practice, the district has developed an Intervention Resource Center (IRC) consisting of an Intervention Teacher, 3 intervention instructional aides that possess a bachelor degree, and a specialized center that support all students utilizing the Multi-Tiered Systems of Support (MTSS) by providing tier 2 and 3 interventions. The Bilingual Aide and the Library Tech positions, funded by the LCAP, continue to be full time positions in order to increase time spent with our ELL students and increase access for all students to the library to support our literacy and learning loss initiative. The English Language Development (ELD) Coordinator that was hired through the Educator Effectiveness grant for the 2022-23 school year will now be funded by the LCAP in 2023-24. He will continue to focus on creating a firm foundation of ELD support at the K-2 level for early re-designation, as well as focusing on our Long Term English Learner (LTEL) students that need specific strategic support in and outside the classroom in order to become re-designated. The ELD Coordinator also coaches general education teachers on integrated and designated instructional strategies. The school is led by the school site Principal who collaboratively works with a well-rounded team of educators 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.

“SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

One of the major goals of Oak Valley is to support the development of well rounded students. To support the philosophy of addressing the growth of the whole child, instructional practices, staff development, programs, and initiatives have been developed over the past three years.

The goal is to provide students with rigorous instruction across all grade levels. Each grade span has a different initiative to improve academic outcomes. In k-2 grades literacy has been the focus for instruction over the last three years. In the current year 100% of k-2 classrooms have a daily two hour block of ELA instruction each morning which includes guided reading instruction. K-2 grade classrooms are supported by an instructional aide in each classroom who have been trained in guided reading. Aides provide guided reading instruction during the guided ELA block in a small group setting as well as additional small group instruction for students reading below grade level. Guided reading is now in the phase of sustainability. Over the course of the 22-23 school year the k-2 teachers worked with a TCOE consultant to improve instructional practices during writing instruction. In 3-5 grades teachers are planning for a project based learning approach to learning.

Due to learning loss associated with the pandemic the district placed a heavy emphasis on instructional programs and structures to negate learning loss. Students in 3-5 grades were of special notice as much of the foundational instruction in reading and math were done from a distance learning and hybrid setting. With the knowledge that 3-5 grades focus more specifically on content as opposed to foundational skills, CARES dollars were allocated to increase instructional aide staffing to support tier II interventions within the 3rd-5th grade classroom setting as part of the MTSS structure at Oak Valley. From August to May there was a decrease of 53% students in 3-5 grade who needed tier II interventions and a decrease 24% of students needing tier III interventions. The 2022-23 focus for the Intervention Resource Center (IRC), which is funded by the LCAP, was to provide reading intervention in small groups and 1-1 settings by the RTI teacher and 3 intervention instructional aides. Overall the interventions were determined effective as the number of students who made progress within the classroom with only tier I supports went from 78.2% to 85%. EduClimber is the software system that monitors student academic progress and if the student needs any intervention. The RTI teacher is tasked with its integration in the IRC and in the classrooms along with providing the SSTs on a quarterly basis in order to ensure every child's needs are being met. Each child has an Individual Learning Plan (ILP) that indicates how the child is performing academically, behaviorally, and socio-emotionally. The ILP is shared with the parents at the start of the year during parent conferences and the parents are asked how they will contribute to the success of their child by answering a few questions. The teachers also make a goal for each student and then at the next parent conference in the Spring, ILP is reviewed again to see the progress of the student.

The art and agriculture classes at Oak Valley are offered to all the students grades 1-8 on campus in order to support the overarching goal of a well-rounded education. REAP funding helps support both programs by providing materials and supplies to the classes while the LCAP pays for the costs of the credentialed teacher. Both the Art and Ag teacher's instruction provides the classroom teacher with their prep every day which has been beneficial for the grade level teachers to have time to collaborate, plan, and analyze performance data. Oak Valley is an in-school 4H program in which every student is a member of 4H. This affords the students the opportunity to participate in local and regional competitions in the projects they create with their Art and Ag teacher. More specifically, 19 students participated in the local Tulare County Fair in 2022 by showing rabbits, goats, pigs, and lambs. The Art teacher submitted student artwork in the fair as well. The district anticipates more students competing in this upcoming fair in September 2023. Part of this LCAP is funding a new Ag structure to house the animals for the students' fair projects. All students have access to the on-sight farm that has grown and is a beautiful part of the campus. Student's get to participate in planting vegetables, picking their harvest, help in raising the goats and chickens, as well as collecting eggs for the chicken coop every day.

ELPAC/ ELD

The success of the Oak Valley English Language Development Program can be attributed to the following components of the instructional program that have been implemented during the 2022-2023 school year. Oak Valley UESD implements school wide Designated ELD, for English Learners in TK-8th grade, defined as targeted instruction provided through deployment during the regular school day to focus instruction on the state adopted-ELD standards to assist English Learners to develop critical English language skills necessary for academic content learning in English. Oak Valley UESD implements school wide Integrated ELD, for students in TK-8th grade, defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. The ELD Coordinator supports teachers and staff with the awareness, understanding, and implementation of ELD standards, Integrated and Designated ELD, Initial ELPAC assessments, and Summative ELPAC Assessments.

The purpose of the Latino Family Literacy Project is designed to establish family reading routines for Spanish and English speaking parents and children. This was the first year of the project and there were consistently 3-5 parents participate for the entire year. Although this was a small number of parents, the experience for those 3-5 parents was very meaningful and they have inquired what program will be available to them for next year. Therefore the goal is to increase this number of participants year after year until it becomes sustainable.

ELD Benchmarks (Fall and Spring)

Students in 1st--8th grade participated in Fall and Spring ELD Benchmarks, as a means to practice ELD standards/ ELPAC tasks. The following results allowed our teachers to target specific ELPAC task types:

- 2nd Grade results: 44% of students scored a level 4/ exceeded standards. 38% of students scored a level 3/ met standards. 12% of students scored a level 2/ approaching standards. 6% of students scored a level 1/ below standards.
- 3rd-5th Grade results: 13% of students scored a level 4/ exceeded standards. 23% of students scored a level 3/ met standards. 33% of students scored a level 2/ approaching standards. 31% of students scored a level 1/ below standards.
- 6th-8th Grade results: 12% of students scored a level 4/ exceeded standards. 44% of students scored a level 3/ met standards. 31% of students scored a level 2/ approaching standards. 12% of students scored a level 1/ below standards.

All TK-8th grade designated teachers have a Designated ELD pacing guide to provide support and guidance in meeting the needs of their English Learners students and implementation of the ELD standards. All teachers in TK through 8th, including special education and intervention staff have received professional development in the area of Integrated ELD to support content areas: English Language Arts, Math, Science, and History. All Designated ELD teachers have received professional development on ELD Standards, the annual ELPAC assessment (English Learner Proficiency Assessment for California) and ELPAC task types.

In the 2021-2022 school year Oak Valley had 27% of students who were English Learners. There was a decrease of 2% in 2022-2023. The decrease is due to 18% percent of English Learners who qualified to be reclassified and were RFEP (Reclassified Fluent English Proficient) after the Spring ELPAC. In 2019, a total of 52.9% of English Learners were making progress towards English language proficiency on the California Dashboard. There was a 3% increase in proficiency in 2022 making it 55.5% of English Learners making progress towards English language proficiency on the Dashboard placing our students as "high" on the EL Progress indicator. This is a huge accomplishment especially coming out of the pandemic.

Unfortunately for the middle school students, the schedule for ELD and interventions were at the same time in previous years. Therefore, there was a conscientious effort this current year, for 6th, 7th, and 8th grade ELD students who needed English Language Arts intervention to participate in learning groups from a certificated intervention teacher in the IRC. This means that an ELD student received their ELD instruction and thereafter received ELA intervention within the same class period. This ensured our ELD students had access to interventions.

SOCIAL EMOTIONAL LEARNING

The counselor and counseling technician have been able to continue providing mental health services to recover from the pandemic. The counseling department also continues to have an open door policy for students needing immediate assistance as well as running coordinated

small groups with 3rd-8th grade students. Students are feeling more comfortable coming to us as it is evident trust is being built. Fifty-eight percent of students feel that they have an adult on campus to talk to when they are upset and 65% stated they have the coping skills to help themselves when needed. Classroom lessons are occurring regularly. TK-2nd grade are receiving bullying lessons due to there being an increase of bullying complaints on the playground. The Why Try, a TCOE program that focuses on perseverance, was implemented with the 4th and 5th classrooms and this was especially useful coming off the pandemic because this grade span feels the most affected by learning loss so the topic of why try is pertinent to their daily lives. This year, we were able to implement a universal screener called SAEBRS. This survey is given to students and their teacher. The SAEBRS survey was able to give us more intimate information from the students about their specific mental health needs. The results inform our small group topics. We were able to see who was at high, medium, and low risk in order to properly place them in the most effective group. Youth Truth is another mental health survey given once a year in the fall. Based on the results from the Youth Truth Survey, 79% of students feel engaged at school, 65% feel like they are academically challenged, 72% of students feel like they make good relationships with peers and staff, 41% enjoy our culture at Oak Valley and 54% feel like they belong within their peers.

The counseling department works very closely with the county psychologist and we have been able to have our school psychologist for an additional day paid for by the LCAP, bringing her time at Oak Valley to 2 ½ days a week. The counseling department, Principal and Psychologist work collaboratively together to run a successful PBIS program. The tier 1 support, which includes an open door policy for counselors, classroom mental health lessons, universal screeners, Say Something reporting mechanisms, and various surveys have had a positive effect on the number of referrals to the office. Specifically, 87% of our total student population have 1 or no referrals to the office. The counseling department works with the tier 2 students, which is approximately 10% of the students, who need a little more support through small groups sessions and 1:1 conversations. The School Psychologist works with the tier 3 students who need additional, more frequent, strategic support and currently 3% of students are needing tier 3 support. All data is baseline for 2022-2023.

This year, the counseling department has made a huge effort to work with the middle school students who are struggling academically and have been below a 2.0 at report card time. The counseling department works with those students struggling academically by providing motivation and organizational skills to teach the students how to be more efficient during class time. We have consistently worked with the middle school students who are under the 2.0 threshold at the end of each quarter. We have stayed between 22-26 students below a 2.0 each quarter (26 after the 1st quarter, 22 the 2nd quarter and 24 after the 3rd quarter). The district implemented a no homework policy this year in order to focus on effective classroom instruction which has allowed teachers and administration to really analyze how and what students are learning while they are in the classroom. Students can also take advantage of the after school tutoring that is offered through the ELOP camps.

The district has an agreement with Say Something, an anti-bullying, anonymous reporting system. Each year all 6th through 8th grade are trained on how to use the system. Students are able to anonymously report incidents that have happened that they don't feel comfortable talking about in person. After the incident with the gun last year on campus, we feel very strongly to continue putting in place resources to help our students, staff and families feel safe while here at Oak Valley. Say Something, along with our newly added School Resource Officer, updated camera system, and a partnership with ACTVNET (emergency response system) have all contributed to the increased sense of feeling safe while on campus. Seventy-seven percent of students feel safe on campus according to our Youth Truth Survey results.

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.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

The districts concerted effort to implement a diligent intervention system has mitigated on-going learning loss in reading proficiency for our students. Interventions will become a mainstay at Oak Valley and it was because of the pandemic that there was a hyper-focus on getting a MTSS in place but now is the time to shift to math interventions. During the 2022-23SY, the district piloted a new math curriculum called REVEAL. It is going to be adopted for the 2023-24SY. Although teachers are requesting additional training with the curriculum and other math instructional best practices. Therefore, the district is using the Learning Recovery Block Grant to hire a TOSA Instructional Math Coach for next year. The LCAP will also support the needed materials and supplies for this training, as well as provide small group interventions in math.

Another area for the IRC to focus on is GATE. For the past 3-4 years there has been a huge focus on interventions for students below grade level, what we are noticing is that there is a large group of students that are in need of enrichment and extensions to their learning. Therefore, the RTI teacher will also designate time for these students and begin to develop a GATE program. This work will also help with the need to increase rigor in the classroom. The RTI teacher will not only assist classroom teachers with tier 1 intervention strategies but will also be a source of ideas to support a more rigorous learning environment. On Point, a contracted outside vendor, will also help with this work. The 3rd-5th grade classrooms will be getting a facelift by replacing all the current furniture with new innovative learning spaces that have furniture that supports learning (provided by the Learning Recovery Block Grant). Each classroom will be made up with 4-6 learning spaces and will be supported with professional development training for the teachers on how to implement forward-thinking, rigorous instruction. This work coupled with the ongoing intervention support will provide advanced learning opportunities that will increase student overall performance.

The district has been identified for Differentiated Assistance (DA) due to our significant student group homeless as having a high chronic absenteeism rate and high suspension rate. It actually turns out that it is only one student that had excessive absences and one suspension. The district looked deeper into the issue and found that there was a discrepancy in reporting. Students were being reported multiple times due to there not being an exit date appropriately listed in the Student Information System. This has prompted the district to make significant changes to internal processes in order for this not to happen again. The district, specifically office staff and administration, also went through a gap analysis training to satisfy the DA requirement and to build a better awareness of how we can mitigate this issue in the future. The

district was also awarded the California Community Schools Participation Program (CCSPP) which will allow for a Community School Liaison to focus on the needs of our homeless/foster, special education, and ELL students in order to increase their attendance rate and prevent escalating behaviors.

INTEGRATED ELD

Based on the ELD Coordinator's coaching and walk through data, there is a need at the site for more Integrated ELD at Oak Valley UESD for all teachers in grades TK through 8. Teachers need support with integrating language strategies, academic vocabulary, and account talk methods so that students are engaging in conversations and partner talk opportunities. We anticipate using the Academic Conversations as a foundational piece to support all teachers with providing language opportunities to support students, especially English Learners.

PARENT ENGAGEMENT

There is still a need to engage more parents at Oak Valley UESD. Therefore, we will collaborate with PIQE (Parent Institute for Quality Education) for the 23/24 school year. This will include parent engagement strategies and parent workshops that will include: family engagement, supporting academic achievement, academic concepts, meeting university admission requirements, pathways to postsecondary education, and family and school relations. Teachers will also receive PIQE training to help engage their parents into the classroom. Although 94% of parents believe they can go to their child's teacher to check about their child's education and see their academic progress, there is a disconnect with family engagement because only 72% of teachers feel that parents are respectful.

SOCIO-EMOTIONAL LEARNING

This year there was a deep dive into PBIS implementation school wide. Our acronym is R.I.S.E. (Responsibility, Integrity, Safety, and Excellence). Behaviors are monitored through minor and major referrals. Minor infractions are monitored by the teacher in tier 1 and are further supported by the counselor in tier 2. We have had 370 minor incidents this year, which range from being disrespectful, non-compliant or making a bad choice in class. This is our first year monitoring this data. The goal is for the number of minor incidents to go down next school year by having the yearly PBIS assembly and setting behavior expectations, along with accountability support of the teachers. This year, we gave out RISE bucks for student's good behavior, but we did not have a lot of incentives to use the RISE bucks as the student store where students can redeem their tickets for prizes, was not open often enough. Therefore our plan for next school year is to have more opportunities for the usage of RISE bucks and create a new location for the student store that is more easily accessible to students and increase the amount of lines served so that students get served faster.

Based on the Youth Truth survey results given in November, we saw a decrease in the sense of belonging here at school. After a dive into the results, we noticed that our current 5th and 7th graders are feeling like they don't belong and aren't an important part of Oak Valley. Twenty-one percent of 5th graders and 40% of 7th graders feel that they are not important to the Oak Valley community. This next school year, we would like to run focus groups within these two groups of students and find out how we can help them feel like they belong more here at Oak Valley. Forty-three percent of the 7th grade students feel like they can not be themselves around their peers. Therefore the counseling department would like to lead whole group character building activities. This will take place during SunRISE, a 15 minutes socio-emotional connection time every morning, that will be added to the schedule next year.

An incident earlier this year that took place involved a student calling another student racial slurs which led to an expulsion. We have seen an increase with inappropriate language across multiple grades this year. So, cultural awareness and diversity education will be added as a focus next year. The school would like to tie in cultural lessons to culture appreciation months that started this year. Oak Valley is a very small district and incidences like the aforementioned stand out as a huge concern and need to be addressed immediately.

Based on the staff Youth Truth survey results, there is a need for the district to provide relationship building activities or programs because there was a 14% decrease, 85% to 71%, in staff feeling that they treat each other with respect. Additionally there was a decrease of 9% of both teachers feeling they work together to improve instructional practice (85% to 76%) and their school is cooperative and team-oriented (80% to 71%). The district is looking into relationship building programs that will help to increase positivity and collaboration.

There were no student groups performing two or more levels below the performance of the "All Students" on any 2022 Dashboard Indicator.

LCAP Highlights

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

The Governing Boards overarching goals (school safety, parent engagement, well-rounded education, and literacy acquisition) for the district are reflected in the 2021-2024 LCAP. Oak Valley UESD is a rural TK-8 school district and 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 in supporting the needs of the students in a holistic, wrap around approach. This is all highlighted in this LCAP by:

1) A full time Ag and Art teacher supports a broad education. The Ag department in particular has grown immensely the past two years with the support of CARES funding that expanded the outdoor garden into what is now called the OV Farm. The farm has an outdoor classroom in which the curriculum is supported by 4H program. The district was recently approved to be a in-school 4H program. Which means that all students are enrolled in 4H as a member. This give students access to local and regional competitions. Oak Valley is one of only 4 districts in the state of California to have a in-school 4H program.

2) continued efforts in providing staff and parent training on how to create a supportive relationship that will foster student success. CARES funding has also provided additional dollars towards the creation of an Intervention Resource Center (IRC) that supports parent engagement by encouraging them to visit the center for SSC/ELAC meetings, along with other family resources but its primary role is for tier 2 and 3 interventions. There are two intervention teachers (RTI) and 3 intervention aides that work with students in small groups and 1:1. They progress monitor student performance utilizing a data system EduClimber that is funded through the LCAP. Data and reports are shared with the counselor and administration in order to facilitates SST meetings on a consistent basis. It is a goal for the 23/24 school year to add GATE instruction to the IRC because the district aims to increase rigor in the instructional program.

3) a school counselor, additional Psych contracted days, and a counseling tech that continues to be supported and it is evident by parent surveys that they are connecting with families in positive ways. All mental health staff are acting as a facilitator between home and school offering consistent support of our students mental health needs.

4) a focus goal that supports the district's literacy initiative in efforts to meet the goal of 80% of students reading on grade level by 3rd grade. This goal includes actions such as maintaining smaller class sizes and providing ongoing training and coaching in literacy. The other objective from this focus goal is to increase our reclassification rate through literacy acquisition. The additional support of an ELD Coordinator, that was previously funded by the Educator Effectiveness grant, is now funded by this LCAP. There will continue to be a focus on improving our designated and integrated ELD instruction. The ELD Coordinator will also bring back PIQE by providing classes for parents and training for teachers on how to engage more successfully with our families.

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

Engaging Educational Partners

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

Throughout the year administration meets with various educational partners in order to stay in constant communication about program development, program performance, and retrieve input for LCAP development. Data is retrieved and recorded qualitatively and quantitatively through various surveys depending on the educational partner. The following is a calendar of educational partner meetings during the 2022-2023 school year:

- Grade Level Lead Meetings, Twice a month, meeting minutes
- Certificated PLC Meetings, Weekly, PLC data sheet
- Principal and Pastries (PAC), every other month, meeting minutes
- Classified Staff Meetings, twice a year, note taking guide
- SSC/ELAC (serves as PAC), 3 times per year, meeting minutes
- Superintendent Student Council, Quarterly, meeting minutes
- SELPA TCOE annually, meeting minutes
- DELAC, twice a year, meeting minutes

Various surveys are also conducted which include opportunities for participants to share on areas of school success and areas of opportunity for improvement. This feedback information is shared and discussed at educational partner meetings and subsequently utilized for the LCAP development process.

- OVTA members survey November 2022, PD Needs Survey April 2023
- Master Plan Survey to all staff April 2023
- Youth Truth Survey for students, staff, and parents, November 2022
- Student Learning Survey (3rd-8th), November 2022
- MS Student GPA discussion January 2022
- LCAP Parent Survey, Parent Conferences, April 2023
- SAEBER 2022-2023
- ELD Teacher Survey January 2023

All survey results and qualitative data is gathered and considered from every educational partner. Once compiled, it is compared to various performance data to identify correlations to performance data. Then administration aligns the needs of the district with appropriate expenditures that produce overall program changes to support a continuous improvement cycle.

A summary of the feedback provided by specific educational partners.

The following summarizes feedback provided by specific educational partners:

TEACHERS, STAFF (inclusive of OVTA members) and ADMIN:

Information from the fall staff survey indicates a decrease in positive relationships of 12% from the previous year. More specifically when asked how respectful the relationship between staff members is, there was a decline of 14%. This area surveyed also indicated that the respect between staff and administrators decreased by 21%. The other area that declined on the survey was in Culture. There was a decrease of 13% in the feeling of positive culture from the year prior. Specifically there was a decline of 14% in staff feeling that the school is managed effectively and a decrease of 11% not feeling that there is a positive work environment. The survey did indicate a positive increase of 13% in the staff feeling valued and a 10% increase in feeling of personal accomplishment in their work.

The Professional Development Needs survey overwhelmingly, 63%, indicated that teachers need additional support in math instruction utilizing the new Reveal math adoption. The next content areas that teachers were interested in receiving additional help was writing, behavior management, and working with SPED students, all at 31%.

Grade level leads have a meeting with the principal every month and discuss any budget topics, review any questions and or concerns and programs, etc. They specifically have a concern with overall math performance with our students and if there will be any additional support in the IRC. There was an overall concern about the new math adoption and the amount of training that has been provided by the publisher.

STUDENTS:

The Youth Truth student survey for 3rd-5th grade students showed and over all decrease in academic challenge, relationships, culture, and instructional methods. Most concerning is the 5th grade group with only 29% of the students feeling like they belong and only 19% of 3rd grade students surveyed not feeling that there is a positive culture in the class. Overall the significant decreases were found in the area of academic challenges and instructional methods both decreasing by 13%. The survey results for 6th-8th grade show a decrease in academic challenge and culture. Most concerning is the 7th grade group with extremely low percent positives in relationships 33%, and culture 43%. Diving deeper into the data, 7th grade feels the least safe, they disagree with the rules the most, do not feel that teachers try to connect with them, nor care about their academic performance, and only 39% of them feel they have an adult on campus they can speak to. On a good note, bullying incidences have reduced to 23.5% from 38.5% the previous year.

The Superintendent Student Council represents the 3rd thru 8th grade students. Their greatest concerns for the school is play at recess. They feel that there is not enough play equipment for the 3rd-5th grade students. The one area they love the most is the new ELOP camps after school. Attendance is very high, on average 250 per day out of 570 students. The especially like that there is a variety of activities to choose from such as cake decorating, cheer leading, and folkloric dance.

PARENTS:

It was important for the district to hear from parents in regards to their perception of 1)academic learning needs, 2) learning loss, 3) school safety, 4) communication, and 5) academic enrichment. Two LCAP surveys were given, one in the fall at Parent Conferences and then again at spring Parent Conferences. Overall, 97% of parents surveyed feel that their child's academic needs are being met. Although, there was a discrepancy in 3rd grade where 16% of 3rd grade parents surveyed indicated that Oak Valley is not meeting their child's academic needs.

But 99% of all parents surveyed feel that their child's learning loss from the pandemic has improved with 66% of families surveyed feeling that their child is not currently suffering from learning loss. There was another discrepancy with 3rd grade whose parents had the greatest concern about learning loss with 41% of those parents feeling their child is still suffering from learning loss. In regards to OV providing enriching activities, 98% of parents surveyed feel that their child get the opportunity to participate in enriching activities. During the 2021-22 school year there was a weapon incident that made people feel very unsafe. According to both surveys given during the current year, 98% of families surveyed feel that the physical safety of their child has improved at school and overall 96% stated their child is enjoying school. Parents still indicated that they would like the SRO to continue to be visible on campus.

Another important parent survey was given in November called the Youth Truth Survey. This is a survey that has been given for three years now to all staff, students, and parents. It is providing the district with key parent perspective to various aspects of Oak Valley UESD. One area in particular that is improving is the overall engagement with the school. There was a 14% increase in the feeling of engagement from three years ago, along with a 11% increase in feeling proud of their child's school. One interesting data point was when asked about receiving regular feedback about their child's progress, there was a 11% decrease in the rating from just the year before. Another refreshing data point was in regards to their school being a safe place to learn which increased positively by 17% from the year prior. Although, bullying is still a concern by 66% of families surveyed. Respect for all aspects of diversity has increased significantly from years past on every related question on the survey.

SSC/ELAC parents indicated that they would like to see an increase in music offered to the students. Another area parents indicated they would like to see improved was more activities for the middle school students to participate in such as noontime clubs. The Principal (Superintendent designee) responded to parents by informing them that increasing music at this time would not be feasible due to the music teacher being shared with another district and he does not want to quit the other school to become full time at OV. The Principal did inform the parents that there would be a greater focus on creating noontime clubs and the goals is to have at least 5 clubs offered at lunch.

SELPA:
No feedback provided.

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

Goal 1 is focused on providing students with a broad course of curriculum to meet the desires of the students and parents to have enrichment activities beyond the core. Therefore, the district continues to provide an Art teacher and Ag teacher, along with a Technology Coordinator that will continue to provide technology support at school and at home. Although, there is a balancing act in the currently happening which includes not pushing too much technology on students by the teachers and having increased hands on experiences beyond the core by the parents. The actions in this goal try to meet both request by increasing field trips for the coming year and expanding our Art and Ag programs to all levels.

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. Although the Latino Family Literacy Project has concluded this year, we are bringing in PIQE for the 23/24SY that will engage parents in how to assist their child's education and PIQE will also provide a training to teachers on how to increase parent engagement and build relationships with their families. PIQE will also provide the necessary professional development within the teacher group in order to restore positive relationships amongst staff. There has been a decline in staff respect and cooperation with one another. Lastly, an Intervention Resource Center (IRC) will be the location for PTO and ELAC/SSC meetings in order to provide a space for parents to engage with administration and staff so that they become an integral part of the organization. The Youth Truth data also indicates that there is a greater need to build relationships amongst the teachers.

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 LEA's goal but parents and staff could see that they are being part of the solution as well. One of the greatest concerns of parents surveyed in the previous years has been the topic of learning loss from the pandemic. Parents are feeling that the IRC and the district's literacy initiative is working and those surveyed, 97%, are less worried about learning loss but teachers are feeling the need for math instructional training due to the new math curriculum that was piloted this year and because of the low proficiency rate in math (add data point). Therefore, the IRC will continue to stay for ongoing reading intervention needs but now will include math intervention and GATE activities. The RTI teacher will coordinate the intervention program and also act as a resource to teachers for tier 1 classroom interventions in reading and math. The district will continue to provide professional development training in math from TCOE.

Lastly, Goal 4 is meeting the socio-emotional requests of students, parents, and staff. Providing a school counselor, counseling tech, and additional psych days have assisted with anti-bullying strategies and have provided students with mental health support. The Youth Truth data indicates that there is a greater need to build relationships not only between students but also between students and their teachers. If only 53% of 3rd-8th grade students surveyed feel that there is an adult they can talk to when stressed or upset and only 23% of students feel that their teacher tries to understand what they are like outside of school, then there is a need to bridge relationships and this will be done through a program called Capturing Kids Hearts. It will be funded out of the Learning Recovery block grant and supported by the school counselor and psychologist. When asked, 64% of students overall feel that most students are friendly to them. This is down 10% from the previous year. Due to the decline in teacher to teacher respect and cooperation, Both data points are examples of why there continues to be a need for mental health support and other relationship-building programs for students and staff 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 in 2019 when new district administration was hired, 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 continues to help create curriculum options for our students. During the same timeframe, parents expressed in educational partnership meetings, that they desire enrichment programs that would give their children exposure to content areas other than the core curriculum such as 4H. There continues to be an interest by parents to have their children spend less time on their computers and more time spent with hands on activities. The board's initial vision of having students become well-rounded coupled with the parent's desire for enriching activities provides justification to the actions of this goal.

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.	2021-2022 All Middle School students had the opportunity to take Art and Ag. Kinder thru 5th grade had revolving opportunities to be exposed to Art and Ag through teachers preps.	2022-2023 All Middle School students had the opportunity to take Art and Ag. Kinder thru 5th grade had 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	2021-2022 All teachers utilized all online curriculum platforms for instruction.	2022-2023 All teachers utilized all online curriculum platforms for instruction.		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
	used are discontinued.				
Technology usage report	2020-2021 All students who need access to technology and the internet have access.	2021-2022 All students had access to technology and internet.	2022-2023 All students had access to technology and internet.		All students have access to technology and the internet.
SARC-Teacher Mis-assigned	2020-2021 one teacher mis-assigned.	2021-2022 No teachers are mis-assigned.	2022-2023 No teachers are mis-assigned.		No teacher mis-assigned
Access to Academic Standards and or Framework Reflection Tool (Broad Course of Study)	2020-2021 Students have access to all core content standards and the VAPA electives that are aligned with the state adopted standards.	2021-2022 All students had access to all core content standards including the VAPA standards.	2022-2023 All students had access to all core content standards including the VAPA 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	2021-2022 4.2 points below standard	2021-2022 4.2 points below standard		1 point below standard on Dashboard
Math Academic Indicator	2019 15.3 points below standard on Dashboard	2021-2022 40.6 points below standard	2021-2022 40.6 points below standard		5 points below standard on Dashboard
SARC-fully credentialed teachers	91% of teachers fully credentialed Baseline 2020-2021	2021-2022 97% of teachers fully credentialed	2022-2023 100% of teachers fully credentialed		100% of teachers fully credentialed
Availability of standards-aligned instructional materials will be 100% for all students including	2020-2021 100% of students have access.	2021-2022 100% of students have access	2022-2023 100% of students have access.		100% of students will have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated and special needs students.					
Focus walk data	2023-2024 Baseline will be established 3rd-5th grade teachers implementing PBL	2023-2024 Baseline will be established 3rd-5th grade teachers implementing PBL	2023-2024 25% of 3rd-5th grade teachers implemented PBL lessons once per semester.		75% of 3rd-5th grade teachers implement PBL lessons at least once per semester.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Software, apps, and license agreements	In order to provide access to various online curriculum programs for instruction.	\$25,000.00	Yes
1.2	Technology Coordinator and tech support from On Point	Ensures all students, included SPED and ELLs, have access to technology.	\$165,000.00	Yes
1.3	Art teacher	In order to broaden course access to all students including low income, ELLs, and SPED students.	\$103,000.00	Yes
1.4	Ag Teacher and materials for Ag program	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.	\$101,125.00	Yes
1.5	STEAM Lab Supplies	A STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has been created to offer enrichment activities for all students	\$40,086.00	No

Action #	Title	Description	Total Funds	Contributing
		including low income, ELLs, and SPED students during Walk To Success time. This action will support the materials needed to build the program. (SRSA Federal Fund)		
1.6	Field Trips	Provide field trips for students that are aligned with the CCSS. One trip per grade level. (Title IV)	\$10,000.00	No
1.7	Google software	Update software on Middle School laptops to extend licenses.	\$71,437.00	No
1.8	Club Stipends	Stipends will be made available to staff for participating in extra duties such as student events that are above and beyond the normal work duties.	\$30,000.00	Yes

Goal Analysis [2022-23]

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

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

This goal was carried out successfully. There were no substantive differences in the planned actions and actual implementation.

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

A few differences between budgeted and actual expenses exist with Action 1.2, 1.4 and 1.5. Cost savings in Action 1.2 are due to a mid-year resignation of the technology coordinator. The district has shown great success with the Ag teacher and the impact on students. The actual exceeded the budget in Action 1.4 to provide an Ag barn for the program. There are cost savings in STEAM lab supplies as less supplies were needed (Action 1.5).

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

The Ag and Art programs continue to be successful and are expanding. Specifically, students are being able to participate in a variety of hands on experiences in the OV farm including planting and harvesting fruits and vegetables, engage with animals such as our goats and hens, create floral arrangements in the ornamental horticulture class, as well as showing animals at the county fair. 4H lessons continue to be the bases of the Ag program which gives a wide range of topics to engage in as well as participating in our newly recognized FFA program for the middle school students. Art students are developing a variety of skills as well ranging from drawing, painting, pastels, to photography. Student work is showcased at the county fair as well being entered into local competitions with huge student success. In particular one student's drawing was selected as Best of Show for 4th grade at the Tulare County Art Expo. All students TK-8th grade have access to a well rounded education.

Technology continues to be a mainstay at Oak Valley and is being supported by the Technology Coordinator and On Point Innovations (Tech Consultant). All students continue to have 1:1 access with technology and teachers are becoming more confident in how to integrate technology strategies into their lessons. But there is a desire to pull back on the use of technology in the classroom and move to a PBL focus where students are working more hands-on with the curriculum. This has been a passion for our parents as the pandemic required extensive time on the computer. Therefore there was a new metric added that measures how many PBL lessons are provided to the students in 3rd-5th grade. Fourth and fifth grade are beginning to implement PBL more and as the training increases, 3rd grade will begin a PBL instructional focus during the 23/24SY.

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.

One of the metrics that is added is the use of PBL in classrooms. The focus of On Point's (1.2) professional development training is going to be UDL and PBL due to 3rd-5th grade classrooms receiving new furniture arranged in various learning spaces.

Actions 1.7, 1.8 are new actions under this goal. The district is having to consider a technology replacement plan for all student and teacher laptops. Since the pandemic required 1:1 technology access, there is a need to ensure all laptops are up to date with software and or are replaced when they are damaged by students. The new added action 1.7 allows for federal dollars to be allocated to the aforementioned. This will become an ongoing need as technology is always changing and repairs/replacement are is going to be a need.

There have been an increase in parents participating in School Site Council which is a blessing because parents are beginning to have more of a voice and because of their input we added a new Action 1.8. The suggestion was to add lunch time clubs so that all middle school student have an opportunity to participate in more activities. Therefore, there will be stipends available for teachers to run clubs at lunchtime. The clubs will be aligned to the county's list of events and competitions such as Science Olympiad, History Day, etc.

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

Goals and Actions

Goal

Goal #	Description
2	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.

During a board priority session in 2019 when new district administration was hired, the Governing Board established a priority of collaborating with parents and supporting their needs in an effort to improve the parent-school relationship and increase parental engagement because participation was low. This goal continues to be a focus for the district because it is imperative that parents become our partners for the ultimate goal of student success. But student success looks different amongst different families, hence why the district needs to hear from parents more.

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	2021-2022 68% of classrooms provided opportunities for parents to visit and be involved in class activities. Baseline established	2022-2023 68% of classrooms provided opportunities for parents to visit and be involved in class activities.		Every classroom has record of parents participating actively and consistently.
Participation rate	25% of our neediest (ELL, Low income, foster) families participate in the Family Latino Literacy project. Baseline established in 2021-2022.	2021-2022 Unable to offer the Family Latino Literacy project during the 2021-2022 school year and will be pushed to the 2022-2023 school year.	2022-2023 100% of our neediest (ELL, Low Income, foster) families participated in the Family Latino Literacy project.		100% of our neediest families have participated at least once during the past 3 years, in the Family Latino Literacy project.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IRC Participation Rate	All parents have the opportunity to access 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	2021-2022 Unable to provide parents full access to the IRC due to the room being dedicated to small group intervention instruction throughout the day in order to mitigate learning loss from the pandemic.	2022-2023 Unable to provide parents full access to the IRC due to the room being dedicated to small group intervention instruction throughout the day in order to mitigate learning loss from the pandemic.		75% of our parents have visited the IRC.
Parent Surveys	30% (99) of parents completed the LCAP survey provided by the district. Baseline 2020-2021	2021-2022 53% (275) completed the LCAP surveys from spring Open House	2022-2023 79% of families completed the LCAP surveys from spring Parent Conferences.		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	2021-2022 83% of staff feel safe at school 69% of parents feel their school is safe	2022-2023 89% of staff feel safe at school 89% of parents feel their school is safe		85% of parents will feel safe and connected at school. 85% of staff will feel safe and connected at school.
Parent attendance at IEP meetings	Baseline to be established in 2021-22	2021-2022 100% parent attendance at IEP meetings	2022-2023 100% of parent attendance at IEP meetings		100% parent attendance at IEP meetings

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement Training for Teachers: PIQE	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

Action #	Title	Description	Total Funds	Contributing
2.2	Parent Training and PIQE	Provide parent training in literacy in order to increase parent involvement, reading & vocabulary, family reading routine, and engagement with staff.	\$12,500.00	Yes
2.3	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.	\$1,000.00	Yes

Goal Analysis [2022-23]

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

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

Goal 2.1 was unable to be fully implemented during the 2022-23 school year therefore there was very little expended from this action. Goal 2.2 had very little expended due to the initial purchase of the Latino Family Literacy Project took place in 2021-2022. So the 2022-2023 school year allocated expenses was to support the implementation of the program.

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

Goal 2.1 expenditures, \$5,000 were not used for the Parent Engagement Training for Teachers (PIQE) during the 2022-2023 school year. The budgeted expenditures were \$5,000 and the estimated actuals were \$0. The expenditures for Goal 2.1 will be planned for to be used for the 2023-2024 school year through PIQE which will be contracted to provide teacher training on parent engagement.

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

The objective of Goal 2 is to engage parents in personal learning, decision making for the district, and classroom participation. The district was finally able to implement goal 2.2 this year by participating in the Latino Family Literacy Project. Parents received information on the following areas: learning about reading strategies, learning about book walks and previewing books before reading, supporting literacy at home, learning about story structure, writing friendly letters, reading with intonation and fluency, learning about bilingual vocabulary, and English Language Development. Parents were also active in development of the sessions, by providing qualitative data and ideas/suggestions for future workshops. The program included providing parents with sessions, involved organizing Fall and Spring parent

workshop/ sessions during the 2023-2024 school year. Our Oak Valley staff provided child care to participating parents, which made attending the workshops possible. Parent received bilingual books (English/ Spanish) and resources to support their children with literacy at home. The workshops were provided during the afternoon at times that were feasible for parents. Specifically, there was a 16% increase in parents feeling more engaged with the school as indicated on the Fall parent Youth Truth survey.

The Intervention Resource Center (IRC) continues to have a positive impact on student learning. Although the initial thought was that the IRC would be used for parent engagement, providing interventions to students to mitigate learning loss from the pandemic took priority. As of May 2023, only 9% of our students are needing tier 2 interventions, a decrease from 13% in August of 2022.

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.

In order to accomplish action 2.1 (which has not been accomplished the past two years), the district contracted with PIQE (Parent Institute for Quality Education) to provide teacher training on how to build relationships with families and parent engagement within the classroom.

Action 2.2 will shift from the Latino Family Literacy program to PIQE. The district will also contract with PIQE for our parents and we anticipate an increased parent interest. Parents will receive information on topics including: connecting academic success and positive self-esteem, key academic concepts, preparing middle school students for post secondary education, academic standards, early preparation, and school dialogue.

The plan for action 2.3 is for parents to use the IRC for our upcoming workshops such as PIQE in the IRC. Primarily the room is used as an intervention center for students who need more support and has been used to mitigate learning loss from the COVID-19 pandemic. Oak Valley is seeing student academic progress with all the tiered support they are receiving from the intervention department that is housed in the IRC. The IRC will continue to be used as an intervention center during the instructional day but will increase its use as a parent resource meeting center for workshops, meetings, and trainings for parents and the community after the instructional day.

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

Goals and Actions

Goal

Goal #	Description
3	Focus Goal: By June, 2024, 80% of all students exiting 2nd grade will be reading on grade level as measured by the results of the Diagnostic Reading Assessment (DRA). In addition, struggling students will be provided intervention through our Multi-Tiered System of Support (MTSS). (State Priority: 2,4,5)

An explanation of why the LEA has developed this goal.

During a board priority session in 2019 when new district administration was hired, the Governing Board established a priority of increasing the English Learner Reclassification rate as identified on the Dashboard and focus on specific reading proficiency strategies (reading, writing, listening, and speaking) that would assist our ELLs in becoming English proficient overall. As new English learners start TK and Kinder, there is an ongoing need to monitor our district's practices to support our neediest students. The district does not currently have a GATE program nor honors classes. It is vital that 80% of exiting 2nd graders are reading at or above grade level so that they can have an opportunity to participate in a more rigorous curriculum for future academic success. This goal will help achieve greater student success in high school when leaving Oak Valley.

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	2021-2022 83% of K-2 classrooms teaching to fidelity	2022-2023 100% of K-2 classrooms teaching to fidelity		100% of teachers are utilizing best practices learned from trainings.
English Learner Progress as measured by the ELPAC	2019 52% of ELLs making progress towards English proficiency as indicated on the Dashboard	2021-2022 55.5% of ELLs making progress towards English language proficiency as indicated on the Dashboard.	2022-2023 56.86% of ELLs making progress towards English language 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	2021-2022 33% of 2nd grade students reading on grade level	2022-2023 64% of 2nd grade students reading on grade level		80% of 2nd grade students reading on grade level on the May DRA results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on the May DRA results	on the May 2022 DRA results	on the May 2023 DRA results		
Reclassification Rate	Baseline established in 2021-2022	2021-2022 20% of ELLs reclassified	2022-2023 26% of ELLs reclassified		25% of ELLs are reclassified annually
Percentages of students receiving Tier 2 and Tier 3 interventions	Baseline established in 2021-2022	2021-2022 May 2022 Tier results: Tier 1- 79.5%, Tier 2- 18.6%, Tier 3- 1.9%	2022-2023 Tier results: Tier 1- 86%, Tier 2- 9%, Tier 3- 5%		<15% Tier 2, <5% Tier 3

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional development/Coaching	Professional Development activities/coaching provided by TCOE in Guided Reading, Writing, and Instructional Technology in order to increase reading proficiency.	\$50,000.00	Yes
3.2	K-2nd grade Instructional Aides	Part time instructional aides that provide small group literacy support including unduplicated and exceptional needs students.	\$233,853.00	Yes
3.3	Bilingual Aide and materials	Maintain 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. (Title III)	\$61,515.00	Yes
3.4	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.	\$303,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Summer school	Provide summer school enrichment program to enhance literacy skills in all students including our unduplicated students and students with special needs.	\$50,000.00	No
3.6	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. For 2023-24 and beyond, this action will be funded from LCFF Base funds.	\$0.00	Yes
3.7	Increase in Library Tech services	In an effort to mitigate learning loss, the district will increase library hours for tutoring availability before, at lunch, and after school.	\$30,000.00	Yes
3.8	Intervention Teacher, Student Progress Monitoring Systems	Provide an Intervention teacher and 3 instructional aides that will utilize the Intervention Aides to provide tier 2 and tier 3 interventions in order to mitigate learning loss.	\$217,861.00	Yes
3.9	ELD Professional Development	Provide designated and integrated ELD training, including supplies and materials, for all teachers	\$5,000.00	Yes
3.10	ELD Coordinator	The ELD Coordinator will provide integrated and designated training and coaching for all teachers. Included in this goal will be any materials and supplies that will be needed to support this work.	\$150,000.00	Yes

Goal Analysis [2022-23]

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

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

Goal 3.5 and 3.6 were implemented but using different funds.

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

Action 3.1 costs exceeded the budget as the district was fortunate to be able to offer teachers more consultant time than originally expected. Action 3.2 has a cost savings as other funds were available for instructional aide support. Action 3.5 has a cost savings because ELOP was used to pay for summer school. Summer School was offered but paid from other funds. Action 3.6 has a cost savings from the Expanded TK class as costs expended from LCFF. Action 3.8 has a cost savings as other funds were available for intervention aides. Action 3.9, ELD professional development was provided to our teachers by the ELD Coordinator which has been funded by the Educator Effectiveness grant for the 22/23SY. The materials and supplies that were needed for the trainings was minimal, less than what we were expecting.

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

The overarching goal is to increase reading proficiency and this goal has provided a well-rounded approach to meet the goal. Writing training continued this year with all teachers and there has been a lot of progress in calibrating writing rubrics and alignment to writing genres. With the addition of the ELD Coordinator this year there has been a tremendous focus on designated ELD instruction. First, there was a deep dive into ELPAC scores to determine which domains students were suffering in. Then students were grouped by need. Teachers were coached on specific instructional strategies that enhanced each domain. The ELD Coordinator provided model lessons as well as observational feedback to assist in ELD instruction. This strategic approach has afforded the district with an increase in EL reclassification rate to 26% and an increase of EL students progressing on the ELPAC 56.86% (determined locally from ELPAC scores). More importantly, 39% of our LTELs were reclassified but only 15% of our ELLs from TK-3rd were reclassified in 22/23 and our goal is that all ELLs are to be reclassified by 4th grade. So this continues to be a focus for Oak Valley.

Guided Reading support continued this year for new TK-2nd grade teachers along with those that might still be struggling. Walk thru data results have indicated that 100% of the teachers were teaching guided reading and 94% of teachers are providing reading instruction correctly. This has improved from previous years due to the consistent support of the TCOE literacy consultant. She has worked diligently, side-by-side with the K-2 teachers to ensure that there is a true understanding of how to implement the Guided Reading strategies. There has been a significant increase, 33% in 21/22 to 63% in 22/23, in 2nd grade students reading on grade level when exiting 2nd grade. Additionally, the tier 2 interventions have decreased and are in the normal ranges which indicates that our students are catching up in their learning from the pandemic. Tier 2 percentages in May 2023 are 9% verses 18% the previous year. The purposeful focus on interventions is helping all students by focusing on their individual needs.

Another action that is supporting this focus goal is the lower class sizes in 4th-6th grade along with the consistent support of instructional aides that are in all TK-2nd grade classes which provide strategic support towards this goal by ensuring there is time for tier 1 interventions and monitoring of on task behavior within the classroom.

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

There will be an additional action added, 3.10, to continue funding the ELD Coordinator that was previously funded by the Educator Effectiveness grant. The ELD Coordinator will provide integrated and designated training and coaching for all teachers. Included in this goal will be any materials and supplies that will be needed to support this work.

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

Goals and Actions

Goal

Goal #	Description
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. After last year with the weapon incident on campus, we put many different safety support resources and programs in place at our school site. These resources and programs include having an School Resource Officer on campus 2 days a week, new cameras around campus, a single point of entrance with a buzzer, Actvnet, and our staff went through the ALICE training. There is an assumption that since the percentage of students feeling safe at school went down from 2021, we are concluded that students are more aware of the heightened focus on safety thus feeling unsafe. The hope would be that within in the next year, our students would feel more safe here at school. After a downshift in mental health the last couple of years due to the pandemic, we are starting to see an increase in our students mental health. We are seeing normal expected behaviors from our students for their current age and our RISE expectations through PBIS are working for 87% of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Results	2020-2021 75% of students feel safe at school 66% student sense of belonging	2021-2022 71.5% of students feel safe at school 69.5% student sense of belonging	2022-2023 73% of the students feel safe at school 56% of students feel sense of belonging		85% of students feel safe at school
FIT (Facilities Inspection Tool)	2020-2021 Excellent Rating	2021-2022 Excellent Rating	2022-2023 Excellent Rating		Maintain excellent rating
Chronic Absenteeism rate	2019-2020 3.9% Chronic Absenteeism rate as indicated on the Dashboard	2021-2022 13.4% Chronic Absenteeism rate as indicated on the Dashboard	2021-2022 13.4% Chronic Absenteeism rate as indicated on the Dashboard		<3% Chronic Absenteeism rate as indicated on the Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019 .7% as indicated on the Dashboard	2021-2022 3.6% suspension rate as indicated on the Dashboard	2021-2022 3.6% suspension rate as indicated on the Dashboard		<1% as indicated on the Dashboard
Middle School Drop Out Rate	0% drop out rate 2020-2021	0% drop out rate 2021-2022	0% drop out rate 2022-2023		0% dropout rate
Expulsion Rate	0% expulsion rate 2020-2021	0.4% Expulsion rate 2021-2022	0.2% Expulsion rate 2022-2023		<1% expulsion rate
Attendance Rate	97% 2019-2020	93.1% 2020-2021	93.4% 2021-2022		Maintain 97% or greater attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Counselor and Counseling aide	Provide a school counselor and counseling aide that provide small groups and one-to-one sessions for students that are in need of socio-emotional and behavioral support.	\$163,752.00	Yes
4.2	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.	\$39,034.00	Yes
4.3	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. (Title II)	\$12,135.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Additional Psych Services	Continue to supplement psych services through TCOE by adding an additional day to contracted services in order to continue mental health services for students when needed.	\$50,000.00	Yes
4.5	PA System	In order to increase safety measures on campus, a new PA system will be installed in the classrooms in order for students and staff to hear announcements.	\$78,000.00	Yes

Goal Analysis [2022-23]

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

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

There were no substantive differences in the planned actions for Goal 4.

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

There are no material differences. There was a minor difference in Action 2 as the facility maintenance costs were funded from restricted maintenance funds rather than LCAP.

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

The actions of this goal continue to be very effective. The focus of this goal is to create positive learning environments that are safe. The counselor and counseling tech have created wonderful relationships with students. The children are beginning to see them as the staple of Oak Valley. They know that they are available at any time for a check in or just to say hi. The counseling tech is a male and he has made major connections with the middle school boys and is called up when there are any male student issues. He is also seen as a role model to them and has even participated in the afterschool ELOP camps by providing unique classes such as a athletic shoe design program and ESports. The Counselor provides in class mental health sessions on anti-bullying, mindfulness, and even yoga. She also does quarterly grade analysis in order to identify those students with a 2.0 or below. She connects with each of those students, offers assistance, assigns tutoring, and even includes the parents in the discussion in order to get support at home. The counseling department is seen as the Tier 2 interventions in the districts MTSS system. This has been tremendously helpful for the Principal by not having to manage every student issue. She is able to only having to handle Tier 3 or emergency situations. They also are responsible for providing the Youth Truth survey for students, staff, and parents. This survey provides longitudinal data now as it is the third year they have given it. The counselor identifies

trends in responses and builds her small groups and programs around student and parent needs. It has positively affected our culture on campus. The counseling department also works very closely with the School Psychologist. The LCAP has provided an additional day to her schedule and this additional time has afforded a strong working relationship that benefits our students mental health needs. The other positive layer is that the school principal is a former RSP teacher and acts as the DOSE, so there is a very strong team that has developed for our students benefit.

Based on student survey results, 79% of students feel that they are engaged in class with their teacher, with their peers, and schoolwork. Sixty-seven percent of students feel safe at school. Although this down 4% from the previous year, when asked, the parents feel that their child is more safe (86%) at school than from the previous year (69%). Attendance rates are predicted to improve to 95% (from local determination) and the district feels this is attributed to the variety of course offerings along with the addition of the ELOP camps after school. There are 250 students out of 570 that are attending the ELOP camps on average daily. Chronic absenteeism has also decreased from 13/4% last year to 4% (local calculations) this year. Naturally this percentage will increase due to recovering from the pandemic but the mental health support has helped as well.

It is essential to provide leadership opportunities for our staff members so that there is a way they can become part of the decision making process at OV therefore the district has created a Grade Level Lead team. It provides for team building and positive working relationships. The Grade Level Lead meetings happen twice a month and this is a stipend position that is funded by Title 2. Topics discussed include curriculum and instructional programs, student performance data, daily managerial needs, and any other meaningful decisions that might need to be made by building consensus. The principal leads the team and it is essential in creating a cohesive work environment but also assists in building better communication.

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

There are no changes to the goal, metrics, or outcomes for the coming year. Action 4.5 has been added to procure a PA system to be installed in all classrooms so important messages can be broadcast throughout campus in an efficient manner.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,582,849	167,347

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.44%	2.42%	\$130,799.34	29.86%

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

Required Descriptions

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

While reflecting on the development of the actions within the LCAP, the unduplicated students are considered first in order to create equity in their education. Oak Valley UESD in particular has a high percentage, 75%, of students socio-economically disadvantaged (SED), 24% of students are English language learners (ELL's), and foster students make up 0.7%. Therefore, when the district surveys various educational partners via online surveys, focus groups, etc., the strategy is to focus on identifying how to increase academic success for our unduplicated students by equipping them with the tools and instructional strategies needed in order to compete equitably with mainstream students. Specific metrics are identified within the LCAP goals in order for the district to measure if the actions contributed to their success. The 2021-2022 California School Dashboard shows that as a whole, the district declined only 1.5 points on the ELA indicator but the SED and ELL student groups improved 1 point. On the Math indicator, the district as a whole declined drastically by 25 points with a total of 40.5 points away from standard. The student groups did decline in math by 22 points for SED and 22.5 points for ELL. The data points in ELA are an indication that the districts literacy initiative is improving English proficiency, even through the pandemic for our student groups. Although in math, it is a different story. Overall, it is imperative that the district conduct a gap analysis of math performance. Universal screeners such as Diagnostic Reading Assessment (DRA) for K-2nd grade along with 3-8th grade intervention students, and then the STAR reading assessment for 3-8th grade, continue to provide local, on-going performance data that drives our intervention programs. Tier 2 and 3 students receive reading and writing interventions and if you are an ELL student, you continue to receive designated ELD instruction as well. It has always been important to build an intervention program with ELD students needs being met first when building the daily schedule. The

instructional aides assist in the small group intervention and ELD groups, while using progress monitoring programs such as Educlimber which is all funded through supplemental and concentration funds in order to meet district goals. Other actions are principally targeted at addressing the needs of the socio-economically disadvantaged (SED). In order to most effectively and efficiently address SED students, 77% of the student population, the actions are 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, Action 4, and Action 8.

Why- These actions are targeted specifically to the unduplicated population based on multiple data points. First, the Chronic Absenteeism rate on the 2021-2022 CA Dashboard indicates that SED and ELL's are more chronically absent and students with disabilities are very high. Additionally, parent survey responses continually specify that they want their rural students to have access to co-curricular activities that broaden their scope of learning outside the core, especially since the pandemic which required students to be on a laptop constantly. A change to hands on learning with enriching activities has become more appealing than ever. Third thru 5th grade teachers are undergoing PBL training so that they can provide more hands-on learning opportunities. During the 22-23SY, the 4H program was implemented and more than 40 students have signed up and committed to showing an animal at the local county fair and or are submitting art projects. Enrichment programs during the 22-23SY consisted of Art, Photography, Floral design, Ag, Theater, and music and 98% of parents surveyed feel that Oak Valley is providing quality enrichment programs for their child. Overall, 88% of parents feel that their child is receiving a high quality education at Oak Valley. This is a 5% increase from the previous year. The parents desire for noontime activities has led to the addition of stipends for teachers to provide lunchtime clubs, will give an increase of opportunities for students to participate in co-curricular activities. The actions in goal one mirror the desire of our families.

How and Intended Impact: Providing multiple opportunities to access a variety of enrichment programs such as technology, VAPA, Ag, and STEM will increase interest in attending school thus increasing the attendance rate by exposing students to engaging, project based learning activities. Parent survey results will continue to indicate an increase in satisfaction in enrichment classes that have been added to their child's schedule and there will be an increase in student participation at TCOE student events. Additionally, student's will show growth academically as measured through state and local assessments due to the increase in rigor and hands-on activities students are exposed to at Oak Valley.

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

Why- These actions were 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, prior to the pandemic, did not feel that they are welcome in the classroom and did not feel comfortable speaking with school staff. Since our return to full time, relationships are being repaired but It is important to continue the work because the needs of families have changed since the return from the pandemic. New engaging teacher-student-parent programs will help us reach that goal.

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 within the ParentSquare communication app. Parent surveys and parent participation logs will be evidence of an increase of participation. So far these actions are working as recent survey data shows that 94% of parents feeling comfortable approaching their child's teacher but there was a 11% decrease in parents feeling they receive regular feedback from teachers.

Goal 3: Action 1, Action 2, Action 4, Action 6, Action 7, Action 8

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 targeted. Additionally, instructional aides in each classroom TK-2nd grade, along with a bilingual aide, assist with keeping the adult-student ratio low while assisting with reading intervention. It is the district's priority for every child to be reading on grade level before they enter 3rd grade, and assisting the SED student group through lower teacher-student ratios, is essential to help meet this goal. It is also a district priority to reclassify all students before they enter 4th grade. Therefore, an ELD Coordinator has been acquired to ensure the reclassification needs of English learners are a priority. 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- Ongoing reading and writing training and coaching for both instructional aides and teachers 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. Professional learning will continue to be provided on Guided Reading, Writing, ELD and project-based learning in order to increase reading proficiency and reclassification rates. An Intervention teacher and 3 instructional aides will continue to provide tier 2 and tier 3 interventions so that every child has their learning needs met. In addition to an increase in staff and parent satisfaction, students will increase in academic achievement levels in ELA as measured by state and local assessments.

Goal 4: Action 1, Action 2, Action 3, Action 4 and Action 5

Why-Student climate survey data indicates that there was a positive change in safety data and students and families are feeling more safe at school since more measures have been put into place. Although, it was revealed during lock down drills that it is difficult to hear announcements in the classrooms because they come through the telephone and students outside cannot hear any announcements. With the addition of the counselor and counseling tech, students are feeling that their peers are becoming nicer and more accepting. This improvement shows that the actions in this goal are being successful and justifies its continuance.

How and Intended Impact- The district will continue to provide a school counselor, a counseling tech, and additional psych days on campus which are all readily available to students. The counseling department is incorporated into the MTSS system that OV is implementing as tier 2 interventions. This will continue to help with the low referral rate to the office and positive culture results. Due to the age of the school, it is necessary to upgrade various features on campus to help create a physically safe school environment for students with the hopes that climate survey data will continue to show a decrease in students feeling unsafe at school, an increase in a respectful student population, and low incidence of bullying. An additional action 4.5 was added that includes a new PA system inside and outside in order to keep all kids safe

by hearing all announcements. The desired outcome will also be that attendance rates will increase, chronic absenteeism rates decrease and with feeling safe on campus, academic learning goals of the districts unduplicated students will be reached.

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 percentage of increased funding as indicated in the actions of the LCAP. The district calculated that there is a Carryover requirement in the amount of \$82,733 for 22-23. These Carryover funds will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2023-24 LCAP and have been included in the planned actions and budgeted expenditures. Without this funding the district would not be able to provide the programs and services listed in the plan. 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 percentage 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.

The 2023-24 LCAP does contain three specific actions that will be provided only to English Learner students. Goal 3, Action 3 provides for a bilingual aide that will work specifically with ELLs one-on-one, within a small group setting, or pushes into the classroom for assistance in order to increase English proficiency. As the data suggests reported above, English Learners students continue to struggle academically. By providing these one-on-one services, we expect to see English Learner students improve academically per CAASPP and on the Dashboard for English Learner proficiency rate. Goal 3 actions 9 and 10, provide teachers with professional development through consulting services and an ELD Coordinator who will provide training and coaching to all teachers in order to improved ELD designated and integrated instruction.

Through these actions Oak Valley Union Elementary is meeting the requirement to increase or improve services by the Minimum Proportionality Percentage of 29.33%.

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

The additional concentration grant add-on is funding an intervention teacher that will work directly with intervention students who are greater than 1 year below in reading. Intervention students will include those who are English language learners, low-income, and foster students. This can be found in the LCAP under Goal 3, Action 8.

The additional concentration funds are also used to fund the ELD Coordinator. The ELD Coordinator will provide integrated and designated training and coaching for all teachers. This can be found in the LCAP under Goal 3, Action 10.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:15
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:15

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,722,375.00	\$137,000.00		\$148,923.00	\$2,008,298.00	\$1,519,246.00	\$489,052.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Software, apps, and license agreements	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.2	Technology Coordinator and tech support from On Point	English Learners Foster Youth Low Income	\$165,000.00				\$165,000.00
1	1.3	Art teacher	English Learners Foster Youth Low Income	\$103,000.00				\$103,000.00
1	1.4	Ag Teacher and materials for Ag program	English Learners Foster Youth Low Income	\$101,125.00				\$101,125.00
1	1.5	STEAM Lab Supplies	All				\$40,086.00	\$40,086.00
1	1.6	Field Trips	All				\$10,000.00	\$10,000.00
1	1.7	Google software	All				\$71,437.00	\$71,437.00
1	1.8	Club Stipends	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.1	Parent Engagement Training for Teachers: PIQE	Low Income	\$5,000.00				\$5,000.00
2	2.2	Parent Training and PIQE	English Learners Low Income	\$12,500.00				\$12,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Intervention Resource Center	English Learners Low Income	\$1,000.00				\$1,000.00
3	3.1	Professional development/Coaching	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
3	3.2	K-2nd grade Instructional Aides	English Learners Foster Youth Low Income	\$233,853.00				\$233,853.00
3	3.3	Bilingual Aide and materials	English Learners	\$43,250.00			\$18,265.00	\$61,515.00
3	3.4	Additional teachers hired for smaller class sizes	English Learners Foster Youth Low Income	\$303,000.00				\$303,000.00
3	3.5	Summer school	All		\$50,000.00			\$50,000.00
3	3.6	Expanded TK class	English Learners Foster Youth Low Income	\$0.00				\$0.00
3	3.7	Increase in Library Tech services	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
3	3.8	Intervention Teacher, Student Progress Monitoring Systems	English Learners Foster Youth Low Income	\$130,861.00	\$87,000.00			\$217,861.00
3	3.9	ELD Professional Development	English Learners	\$5,000.00				\$5,000.00
3	3.10	ELD Coordinator	English Learners	\$150,000.00				\$150,000.00
4	4.1	School Counselor and Counseling aide	English Learners Foster Youth Low Income	\$163,752.00				\$163,752.00
4	4.2	Facility Maintenance	English Learners Foster Youth Low Income	\$39,034.00				\$39,034.00
4	4.3	Grade Level Leads	English Learners Foster Youth Low Income	\$3,000.00			\$9,135.00	\$12,135.00
4	4.4	Additional Psych Services	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
4	4.5	PA System	English Learners Foster Youth	\$78,000.00				\$78,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,768,612	1,582,849	27.44%	2.42%	29.86%	\$1,722,375.00	0.00%	29.86 %	Total:	\$1,722,375.00
								LEA-wide Total:	\$1,524,125.00
								Limited Total:	\$198,250.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Software, apps, and license agreements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.2	Technology Coordinator and tech support from On Point	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,000.00	
1	1.3	Art teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,000.00	
1	1.4	Ag Teacher and materials for Ag program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,125.00	
1	1.8	Club Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grade	\$30,000.00	
2	2.1	Parent Engagement Training for Teachers: PIQE	Yes	LEA-wide	Low Income	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Parent Training and PIQE	Yes	LEA-wide	English Learners Low Income	All Schools	\$12,500.00	
2	2.3	Intervention Resource Center	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,000.00	
3	3.1	Professional development/Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
3	3.2	K-2nd grade Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$233,853.00	
3	3.3	Bilingual Aide and materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$43,250.00	
3	3.4	Additional teachers hired for smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$303,000.00	
3	3.6	Expanded TK class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	\$0.00	
3	3.7	Increase in Library Tech services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
3	3.8	Intervention Teacher, Student Progress Monitoring Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,861.00	
3	3.9	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
3	3.10	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$150,000.00	
4	4.1	School Counselor and Counseling aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,752.00	
4	4.2	Facility Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,034.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Grade Level Leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
4	4.4	Additional Psych Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.5	PA System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,226,389.00	\$1,669,805.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Software, apps, and license agreements	Yes	\$20,000.00	\$20,000
1	1.2	Technology Coordinator and tech support from On Point	Yes	\$207,250.00	\$169,032
1	1.3	Art teacher	Yes	\$105,513.00	\$111,701
1	1.4	Ag Teacher and materials for Ag program	Yes	\$108,625.00	\$135,080
1	1.5	STEAM Lab Supplies	No	\$95,000.00	\$64,899
1	1.6	Field Trips	No	\$10,000.00	\$1,678
2	2.1	Parent Engagement Training for Teachers	Yes	\$5,000.00	\$1,168
2	2.2	Latino Family Literacy Project	Yes	\$2,000.00	\$136
2	2.3	Intervention Resource Center	Yes	\$5,000.00	\$2,245
3	3.1	Professional development/Coaching	Yes	\$15,000.00	\$46,600

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	K-2nd grade Instructional Aides	Yes	\$221,246.00	\$192,633
3	3.3	Bilingual Aide and materials	Yes	\$77,316.00	\$63,608
3	3.4	Additional teachers hired for smaller class sizes	Yes	\$403,370.00	\$391,931
3	3.5	Summer school	No	\$50,000.00	0
3	3.6	Expanded TK class	Yes	\$311,000.00	0
3	3.7	Increase in Library Tech services	Yes	\$30,000.00	\$22,774
3	3.8	Intervention Teacher, instructional aides, and Student Progress Monitoring Systems	Yes	\$296,335.00	\$231,251
3	3.9	ELD Professional Development	Yes	\$10,000.00	\$10,000
4	4.1	School Counselor and Counseling aide	Yes	\$163,752.00	\$148,820
4	4.2	Facility Maintenance	Yes	\$30,000.00	0
4	4.3	Grade Level Leads	No	\$9,982.00	\$11,987
4	4.4	Additional Psych Services	Yes	\$50,000.00	\$44,262

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,530,585	\$1,669,723.00	\$1,586,990.00	\$82,733.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Software, apps, and license agreements	Yes	\$20,000.00	\$20,000		
1	1.2	Technology Coordinator and tech support from On Point	Yes	\$132,882.00	\$169,032		
1	1.3	Art teacher	Yes	\$105,513.00	\$111,701		
1	1.4	Ag Teacher and materials for Ag program	Yes	\$108,625.00	\$135,080		
2	2.1	Parent Engagement Training for Teachers	Yes	\$5,000.00	\$1,618		
2	2.2	Latino Family Literacy Project	Yes	\$2,000.00	\$136		
2	2.3	Intervention Resource Center	Yes	\$5,000.00	\$2,245		
3	3.1	Professional development/Coaching	Yes	\$15,000.00	\$46,600		
3	3.2	K-2nd grade Instructional Aides	Yes	\$221,246.00	\$192,633		
3	3.3	Bilingual Aide and materials	Yes	\$60,000.00	\$58,907		
3	3.4	Additional teachers hired for smaller class sizes	Yes	\$403,370.00	\$391,931		
3	3.6	Expanded TK class	Yes	\$11,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Increase in Library Tech services	Yes	\$30,000.00	\$22,774		
3	3.8	Intervention Teacher, instructional aides, and Student Progress Monitoring Systems	Yes	\$296,335.00	\$231,251		
3	3.9	ELD Professional Development	Yes	\$10,000.00	\$10,000		
4	4.1	School Counselor and Counseling aide	Yes	\$163,752.00	\$148,820		
4	4.2	Facility Maintenance	Yes	\$30,000.00	0		
4	4.4	Additional Psych Services	Yes	\$50,000.00	\$44,262		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,410,530	\$1,530,585	3.46%	31.75%	\$1,586,990.00	0.00%	29.33%	\$130,799.34	2.42%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
January 2022