

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant View School District	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597895840

## Plan Summary [2021-22]

### General Information

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

The Pleasant View Elementary School District strives to be an innovative leader in education and is dedicated to seeing every child leave our District with the confidence that they can learn to do anything. We believe students should see their learning as a personal journey. We believe students shouldn't be afraid to fail and instead embrace failure as the first step in learning. We want our students to focus on the growth and development of the habits and skills that will lead to their future success. We view our roles as the facilitators of information and our primary responsibilities are to guide them through the process of learning and teach them to be reflective life-long learners. We value building a strong sense of community with all stakeholders, including students, parents, and staff. We believe that creating strong partnerships between schools and families is critical to the success of our students. We have technology in all classrooms with 1:1 Chromebook / iPad devices for all students supporting them in acquiring 21st Century Learning Skills. We recognize the challenges the majority of our students face being socioeconomically disadvantaged and English Learners. However, this just adds to the urgency to begin to re-think what we do and how we do it. The purpose of this plan is to raise the level of performance for all of our students. The goal is for every student to begin to see themselves as learners and to begin to measure their learning by their own individual growth. We see ourselves moving towards a personalized learning system. We see the benefits of students taking ownership of their own learning and building their self-efficacy as well as the habits that lead to success. This plan will enable the district to continue to provide safe, supportive learning environments. It will expand the 21st-century school facilities available and increase the opportunities for support available to students. The plan provides a more concerted effort to reach out and to build relationships with families who have not been well connected to their students' school. The plan also includes more aggressive strategies to close the achievement gap in preparation for High School, especially for students who are English Language Learners, students who are economically disadvantaged, and foster and homeless youth. Finally, the plan includes significant support for the professional development of our teachers as we make some major transitions in the way we approach instruction and assessment. The three-year LCAP plan will undoubtedly be modified each year as we review progress and consider the impact of new strategies, new programs, and new ideas. In addition to LCFF funding, Pleasant View will use the following funds to support the objectives and goals of our Plan, Title I, Title II, Title III, and Title IV. Our stakeholders have been involved in the construction of the plan and will continue to provide feedback and oversight as we move forward as a district.

## Reflections: Successes

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

Based on data from the 2019 Dashboard Pleasant View's chronic absenteeism went from "orange" to "green," the suspension rates went from "red" to "yellow," and the ELA and Math ratings went from "red" to "orange." We have made great strides over the last few years with the metrics we have been using. As we have begun to individualize opportunities for our students and helped them to focus on their own growth, we have seen great improvement. We believe we have a vision and a plan for growth for our students and staff that will lead to continual improvement across all metrics.

## 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.

Based on the most recent results of the 2019 Dashboard indicate overall students were "orange" in ELA, Math, and "yellow" in Suspension. In addition, the district has added incentives for students to improve attendance. The district will also provide workshops for parents of at-risk students on the importance of attendance. When it came to suspension rates Pleasant View scored a "yellow." The rate has steadily declined from 8% to 3.2% due to interventions and support services provided to students, staff, and families. Pleasant View has added behavioral intervention aides and other social-emotional support services as well as professional development support to staff to continue to reduce the suspension rates.

From the district surveys, we see that most students and parents feel that our campuses are safe. We would like to maintain this rating and continue to work with parents and students to make sure they feel that we provide a safe learning environment for ALL students. We would like to see more students reporting that they feel that they belong and that they feel connected to their school and the people who work at the school.

Parent Involvement/Engagement is something we have been working on, We have also worked to get more documents translated into home languages so that parents do not have to rely on their children to relay information home. While 3-year and current 18-19 data show a continuing positive trend, results on the CDE Dashboard show a need for continued improvement and narrowing of gaps. Again an "orange" CAASSP indicator result in ELA and MATH demonstrate the need for continued focus on improvement in those areas. The district's results also show a need to continue to provide intervention and professional development to narrow the achievement gaps for all students and to continue to focus on narrowing the gaps for English Learners and Socioeconomically Disadvantaged students. Attention must also be paid to strategies in addressing the needs of students, regardless of English Learner or Socioeconomic status in order to continue to narrow the achievement gap between those groups and other students. Research on focused professional development shows a direct correlation to improved student achievement. We are continuing to invest in professional development and collaboration time for teachers regarding the implementation of curriculum and pedagogy, especially for students with one or more risk factors with a specific focus on students with disabilities, Economically Disadvantaged students, and English Learners. We continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels. In reflecting on our student self-efficacy data we can see the impact of the Covid-19 pandemic first hand. Our student's scores have dropped significantly we believe due to the isolation the pandemic caused. We know as students return in the fall that social-emotional learning needs to be a priority in all classrooms. The district understands the need to assemble a comprehensive mental health team to respond to needs as they arise.

## LCAP Highlights

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

Our district goal has been to ensure that ALL students develop high self-efficacy, habits, and skills and carry that with them, regardless of the path they choose in life. We want to make sure that, when they graduate from Pleasant View Elementary School District, they have the efficacy, habits, and skills to excel in High School, College, the work force, or in any field they choose to pursue. The key areas of focus for this year's LCAP is to support our Personalized social-emotional learning strategy as well as our English learners and making sure they are able to fully and meaningfully access and participate in a 21st century education from early childhood through grade eight. We will also focus on our students who are struggling academically and students who struggle with behavior and who need social-emotional support. We are developing a more personalized approach for students in TK-3rd grades, and have a personalized learning platform for our students in grades 4-8, allowing us to meet the needs of a diverse range of strengths, needs and identities. We support our English learners by grouping and individualizing their learning so that we can offer differentiated instruction based on their needs. We have planning time set aside during the week for Teachers to look at data and plan to meet the needs of every learner. We continue to fund our Intervention Coordinator and EL Coordinator who monitor the English learners and any other students who are on Intervention Programs list due to problems with either achievement, behavior or attendance. To monitor students academically we use programs such as NWEA Map Triennial assessments, Lexia, ReadingPlus, DreamBox, STAR Reading, and STAR Math that allow us to individualize students learning and focus on growth. We also use Thrively to determine each student's unique learning profile and give the access to a broad course of study tailored to their own personal interests. We have 8 days built in the calendar throughout the school year for teachers to take a full day to look at this data and then plan. On the social-emotional scene, we have a Psychologist, Community Liaison and TK-4 Triage Social Worker, a 5th-8th grade Triage Social Worker, and two behavioral intervention aides who work with our students who are at-risk due to academics, attendance or behavior. All of these personnel work with families when needed to improve communication and to devise plans focused on helping ALL students succeed. Our whole school is focused on building the habits of success and the self-efficacy of our learners. We focus on building strong classroom communities and realize that if our intent is to push students to higher levels of rigor, then their basic needs must be met first.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

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

The Pleasant View Elementary School District (PVESD) continues to support a collaborative and participatory approach in the LCAP Annual Update and Review process. The involvement process allowed for multiple pathways and opportunities for stakeholders to participate.

Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input sought at Board Meetings: November 2020, December 2020, February 2021, March 2021, April 2021, May 2021 and June 2021.

School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought October 4th 2020, November 7th 2020, March 6th 2021, May 30th 2021, June 10th 2021. Members: Parents of English Learners, district office staff, site teachers, principals & staff.

Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought. August 2020, September 2020, November 2020, January 2021, February 2021, March 2021, April 2021, May 2021. Members: Superintendent/Principal and Teachers.

School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2020, September 2020, October 2020, December 2020, February 2021, March 2021, April 2021, May 2021 and June 2021. Members: Superintendent, Principals, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator.

School Site Classified Leadership Team: Progressed monitored and input sought August 2020, September 2020, October 2020, November 2020, December 2020, January 2021, May 2021 and June 2021. Members: Superintendent, Principals, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff.

Community Liaison Monthly Meetings Progressed monitored and input sought. October 2020, November 2020, January 2021, February 2021, March 2021,. Attendees: Pleasant View Staff and Parents

SELPA meetings, September 2020, November 2020, April 2021

Student Surveys: May 2021

Parent Surveys: May 2021

With the above advisory groups, the overall purpose of the LCAP was reviewed specifically focusing on the 8 State Priorities and how the LCAP goals address those priorities. An update was given as to the progress made toward established goals for this year, and current student data was shared. Opportunities for feedback from the groups included collaborative activities as well as surveys specific outreach to

parents of low income, foster youth, special education, and homeless students was a focus. The District used information gathered from these meetings in order to help inform the LCAP moving forward.

A summary of the feedback provided by specific stakeholder groups.

We have heard from Students, Parents, School Board and Staff that the social emotional well-being of our students is a concern after the past 16 months and all our stakeholders would like to see additional support provided to our staff and students. All of our stakeholders have also expressed interest in adding additional certificated teachers to help address learning loss. All of our stakeholders have suggested on multiple occasions that more emphasis on early childhood education and a possible preschool would be beneficial to student outcomes.

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

After listening to our stakeholders, we have incorporated the following actions into the LCAP. The district will add two triage social workers to support students and families, 2 behavioral aides to support students and teachers in the classroom, and the district will also add additional teachers to help mitigate learning loss in the classroom.

# Goals and Actions

## Goal

Goal #	Description
1	Provide every student at PVESD an individualized educational experience focused on Self Efficacy, Habits of Success and the Instructional Core (Teacher, Student, and Content), which includes the full implementation of the ELA/ELD and Math California Standards that is robust and rigorous as well as extended learning opportunities to accelerate growth.

An explanation of why the LEA has developed this goal.

Stakeholders have identified that building the self efficacy of all learners is critical to current and future success. Stakeholders have identified the Habits of Success that will enable students to become self directed life long learners. We have determined the best way to achieve this is through individualizing our students educational experiences, focusing on their social emotional needs as well as their academic needs. Analysis of student data from 2018-2019 state assessments and district assessments shows our students are surpassing projected growth targets in ELA and Math. On the SBAC, projected growth in Math for 4th-8th grade students was 150 points, but our actual growth was 156 points. Similarly, projected growth in ELA for 4th-8th grade students was 136 points, but actual growth was 188 points. On the NWEA MAP assessment for math, projected growth for k-8th grade students was 107 points, but observed growth was 117 points. In Reading, projected growth for k-8th grade students was 96 points, but observed growth was 105 points. Finally, in Language, projected growth for 3rd-8th grade students was 43 points and observed growth was 42 points. We believe that our focus on data analysis, collaborative adult learning and planning opportunities, and the use of 1:1 technology for adaptive learning have had a significant impact on student growth. Therefore we plan to continue prioritizing these actions district wide.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4th-8th SBAC ELA Growth	4th-8th SBAC ELA Growth of 136+ (SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)				4th-8th SBAC ELA Total growth of 408+
4th-8th SBAC Math Growth	4th-8th SBAC Math Growth of 150+(SBAC Norm Combined Growth of Grade				4th-8th SBAC Math Total Growth of 450+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Levels 3rd-8th is 150 points)				
K-8th NWEA MAP ELA Growth	K-8th NWEA MAP ELA Growth of 96+(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)				K-8th NWEA MAP ELA Total Growth of 289+
K-8th NWEA MAP Math Growth	K-8th NWEA MAP MATH Growth of 107+(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)				K-8th NWEA MAP Math Total Growth of 321+
3rd-8th NWEA MAP Language Growth	3rd-8th NWEA MAP Language Growth of 43+ (NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points)				3rd-8th NWEA MAP Language Total Growth of 131+
% of Teachers will be appropriately assigned and fully credentialed.	75% of Teachers are appropriately assigned and fully credentialed.				100% of Teachers will be appropriately assigned and fully credentialed.
All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.	All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.				All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs.	All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs.				All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs.
Pleasant View will fully implement the California State Standards.	Pleasant View fully implemented the California State Standards.				Pleasant View will maintain full implementation of the California State Standards.
Pleasant View Reclassify 5% of its EL students annually.	Pleasant View reclassified 6% of its EL students.				Pleasant View will maintain a 5% EL reclassification rate.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Professional Development (8 Extra Service Days)	<p>#1 To Improve the quality of Instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used:</p> <ul style="list-style-type: none"> <li>To review and analyze data to drive planning for instruction</li> <li>For adult learning experiences focused on the instructional core</li> <li>Cross grade level and</li> </ul>	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vertical collaboration		
2	Broad Course of Study/ Early Childhood Staff	We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study and To improve the quality of instructional programs the district will offer a Pre-K/TK class with Highly Qualified Teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school.	\$305,000.00	Yes
3	Highly Qualified Teachers	We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified	\$25,000.00	Yes
4	Curriculum, Technology, Materials, and Supplies	We realize the importance of maintaining adequate standards-aligned materials and access to 1:1 technology device (Chromebook, iPad,) to student ratio for our students. In order to maximize the use of these devices they need to be updated and replaced every 3-4 years. We will set aside money every year to accomplish this objective.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests with special emphasis on our English learners, special ed students, socio economic disadvantaged students, and foster youth.

An explanation of why the LEA has developed this goal.

Stakeholders including our SELPA, have identified that building the self-efficacy of all learners is critical to current and future success. Stakeholders have identified the Habits of Success that will enable students to become self-directed lifelong learners. We have determined the best way to achieve this is through individualizing our students' educational experiences, focusing on their social-emotional needs as well as their academic needs. Analysis of student data from 2018-2019 state assessments and district assessments shows our students are surpassing projected growth targets in ELA and Math. On the SBAC, the projected growth in Math for 4th-8th grade students was 150 points, but our actual growth was 156 points. Similarly, projected growth in ELA for 4th-8th grade students was 136 points, but actual growth was 188 points. We believe that our focus on data analysis, collaborative adult learning and planning opportunities, instructional aides to help facilitate individualized and extended learning opportunities with an emphasis on language development and literacy for students who fall within our at-risk subgroups, and the use of 1:1 technology for adaptive learning has had a significant impact on student growth. The support of a student services coordinator and an ELD/academic coach will help identify students who need intervention and support teachers by providing strategies and resources to meet student needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4th-8th SBAC ELA Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	4th-8th SBAC ELA Growth of 136+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)				4th-8th SBAC ELA Total growth of 414+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4th-8th SBAC Math Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	4th-8th SBAC Math Growth of 150+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points)				4th-8th SBAC Math Total Growth of 456+
K-8th NWEA MAP ELA Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	K-8th NWEA MAP ELA Growth of 96+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)				K-8th NWEA MAP ELA Total Growth of 295+
K-8th NWEA MAP Math Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	K-8th NWEA MAP Math Growth of 107+ (Socio-economically Disadvantaged, Homeless, and Foster Youth)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)				K-8th NWEA MAP Math Total Growth of 327+
3rd-8th NWEA MAP Language Growth (Socio-economically Disadvantaged, Homeless, and Foster Youth)	3rd-8th NWEA MAP Language Growth of 43+ (Socio-economically Disadvantaged, Homeless, and Foster				3rd-8th NWEA MAP Language Total Growth of 137+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Youth)(NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points)				
4th-8th SBAC ELA (EL Students)	4th-8th SBAC ELA Growth of 136+ (EL Students)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)				4th-8th SBAC ELA Total growth of 414+
4th-8th SBAC Math Growth (EL Students)	4th-8th SBAC Math Growth of 150+ (EL Students)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points)				4th-8th SBAC Math Total Growth of 456+
K-8th NWEA MAP ELA Growth (EL Students)	K-8th NWEA MAP ELA Growth of 96+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)				K-8th NWEA MAP ELA Total Growth of 295+
K-8th NWEA MAP Math Growth (EL Students)	K-8th NWEA MAP Math Growth of 107+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)				K-8th NWEA MAP Math Total Growth of 327+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3rd-8th NWEA MAP Language Growth (EL Students)	3rd-8th NWEA MAP Language Growth of 43+ (EL Students)(NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points)				3rd-8th NWEA MAP Language Total Growth of 137+
K-8th EL Students ELPAC	16.4% of students performing at Level 4 on the ELPAC Summative Assessment				25% of students performing at Level 4 on the ELPAC Summative Assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	The District will purchase individualized adaptive based assessments and learning programs and materials and supplies for all students to use in math and reading.	\$60,000.00	Yes
2	Instructional Aides	The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added.	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Programs/Intervention/Student Services Support Coordinator	The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.	\$100,000.00	Yes
4	ELD Coordinator/Academic Coach	The District will provide an ELD coordinator/academic coach to help with ELD strategies and literacy intervention.	\$70,000.00	Yes
5	Professional Development (Strategies to Mitigate Learning Loss)	Professional development providing intervention strategies to support students' growth in all academic areas.	\$125,113.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	All students will show growth in their development of social, emotional and cognitive skills.

An explanation of why the LEA has developed this goal.

Teachers, Parents, and students have shared with us the need for social-emotional supports especially as we come out of the pandemic. Pleasant View recognizes the importance of mental health and the social-emotional well-being of our students and their families. The effects of Covid-19 and school closures have led to an increase in the mental health and social-emotional needs of our students. Families have also been negatively impacted. Our school psychologist and community liaison are able to identify areas of need and provide support to students and their families. Successfully addressing and mitigating the mental and social-emotional needs of students and their families leads to a healthy level of engagement in social and academic learning experiences. Additionally, our student self-efficacy surveys indicate the need to continue to focus on developing self-efficacy and the habits of success in our students. Therefore, focusing our professional development on social-emotional learning continues to be a priority.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% School psychologist providing direct services to students.	15% School psychologist providing direct services to students.				Maintain 15% School psychologist providing direct services to students.
Community Liaison/Social worker will organize 8 to 10 parent informational events annually (ie...townhalls, Parenting Classes.)	Community Liaison/Social worker will organize 8 to 10 parent informational events annually (ie...Townhalls, Parenting Classes.)				Community Liaison/Social worker will maintain organizing 8 to 10 parent informational events annually (ie...Townhalls, Parenting Classes.)
Student self-efficacy survey	Self Efficacy Surveys (Scale of 1-4)				Increase Self Efficacy Scores by .50 (Scale of 1-4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Self Efficacy for Academic Achievement 2.41 Self Efficacy for Self Regulated Learning 2.15 Social Self Efficacy 2.34 Self Efficacy for Enlisting Social Resources 2.23				Self Efficacy for Academic Achievement > 3.0 Self Efficacy for Self Regulated Learning > 2.65 Social Self Efficacy >2.85 Self Efficacy for Enlisting Social Resources > 2.75

## Actions

Action #	Title	Description	Total Funds	Contributing
1	School Psychologist	The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students.	\$150,000.00	Yes
2	Community Liaison	The District will continue to provide a bilingual community liaison/Social Worker to provide learning opportunities for parents and coordinate health, and dental partnerships in the community.	\$20,000.00	Yes
3	Professional Development (Social Emotional Learning and Development)	The school district will provide professional development tied to social-emotional learning.	\$25,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	In order for students to reach their full potential, the District will closely align facilities with their vision for learning and create a climate for students that are clean, healthy, engaging and emotionally and physically safe.

An explanation of why the LEA has developed this goal.

Teachers, Parents, Staff, and Students understand Well-kept and maintained facilities create a school climate where students feel physically and emotionally safe enabling them to engage in social and academic learning experiences. We believe there is a correlation between the school climate that we strive to maintain and our low chronic absenteeism rate, suspension rate, and expulsion rates. When students feel safe at school they want to be at school. Parent surveys support our conclusions and also indicate the need to continuously improve communication with parents and seek to engage them in their child's educational experience both on campus and at home.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rates will be maintained	School attendance rates will be maintained at 96%. or better.				School attendance rates will be maintained at 96%. or better.
Pupil suspension rates	Pupil suspension rate will be maintained at under 3%.				Pupil suspension rate will be maintained at under 3%.
The chronic absenteeism rate	The chronic absenteeism rate will be maintained at 5% or fewer.				The chronic absenteeism rate will be maintained at 5% or fewer.
Pupil expulsion rates	Pupil expulsion rates will be maintained at less than 1%.				Pupil expulsion rates will be maintained at less than 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will maintain a 0% middle school drop out rate.	The District will maintain a 0% middle school drop out rate.				The District will maintain a 0% middle school drop out rate.
The District will maintain a facilities score of "good" or better on the annual William's Visit.	The District will maintain a facilities score of "good" or better on the annual William's Visit.				The District will maintain a facilities score of "good" or better on the annual William's Visit.
% of Students surveyed will report feeling safe at school.	93% of Students surveyed reported feeling safe at school.				95% of students surveyed will report feeling safe at school.
Parent survey (average of questions 1,4,6,7)	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.				Maintain 95% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.
Parent survey of Special Education parents (average of questions 1,4,6,7)	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.				Maintain 95% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey of EL students (average of questions 1,4,6,7)	99% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.				Maintain 95% of Parents surveyed feel the school is a safe and inviting place for their children, where they can express their concerns or questions and are satisfied with the educational programs being offered.
Teacher and Staff Surveys % of Teachers and Staff feeling safe and connected to the school	90% of Teachers and Staff will report feeling safe and connected to the school.				Maintain 90% of Teachers and Staff will report feeling safe and connected to the school.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities.	\$250,000.00	Yes
2	Safety	The District will continue to look at current safety needs and find	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ways to increase the safety and security of staff and students on campus, in well-maintained facilities. Our campuses are located in a rural area and the district will. The District will provide professional development related to school safety as well as the addition of crossing guards		
<b>3</b>	Tech Support	The District will maintain its Tech Support AV Specialist position.	\$80,000.00	Yes
<b>4</b>	Health/Office Clerk	The District will have one .50 FTE part time health/office clerk to better support the well being and health needs of students.	\$55,000.00	Yes
<b>5</b>	Library Aide	The District will employ a Library Aide to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books. In addition summer hours will be added to keep the library open for students during the summer months.	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Parent Engagement and Communication	The district will look to improve its communication with parents through applications such as Parent Square, our schools website, translation services for documents, surveys, etc.	\$15,000.00	Yes
7	Future Facilities Reserve	The district will set aside a reserve of LCAP funds to provide the resources for a future MultiPurpose facility for the school and community as well as equipment for facilities.	\$0.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.89%	1449113

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

## Required Descriptions

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

Annually, the District conducts ongoing needs assessments, discussions, stakeholders input meetings, federal program evaluations, school self-study reports, and continued research on evidence-based practices that indicate the following actions and services as the most effective means to accomplish our goals. Unduplicated Pupils (English learners, Foster youth, and Low-income students) including those experiencing homelessness are at times the most fragile learners, often having experienced trauma in their young lives, with educational barriers that the majority of other students will never experience. Research shows that by providing the supports and services necessary to access the same opportunities for success as all students in the District, we can reduce those barriers, support their social-emotional needs, and bridge the educational gap caused by factors often outside their control. PVESD and Stakeholders also specifically analyzed the impact of all Goals and Actions in the 2017-20 LCAP. Results of this analysis indicated that some Actions were having a definite positive impact on student achievement. The decision was made by PVESD and its Stakeholder groups to carry these Actions forward into the 2021-24 LCAP. In order to address this achievement gap and improve Unduplicated Pupils (UPs) academic achievement, we are providing actions and services targeting these students directly, with the goal of building their self-efficacy, increasing their engagement in learning, increasing academic support and student achievement, removing barriers to education, addressing social-emotional issues, increasing access to all programs, and improving school-family partnerships English Language Development: Longitudinal data show that EL and RFEP students continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the NWEA MAP and CA School Dashboard. Based on this persistent achievement gap, PVESD will implement the action steps described below. Furthermore, while principally targeted to address and support the needs of Unduplicated students, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the Unduplicated student group. To more effectively and efficiently deliver Action services directed at Unduplicated students, these Actions will be

implemented District/Site wide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented District/Site wide.

#### Academic Achievement:

Improve performance in English language arts (ELA) and mathematics for all students, is core to ensuring the best possibility of all-around academic success.

Longitudinal data show that unduplicated student groups continue to perform below standards in ELA and mathematics, and are overall not achieving at the same levels as their peers as evidenced by the NWEA MAP and CA School Dashboard. PVESD will build and refine proactive measures for the early identification of students who need academic interventions and supports. These measures will be grounded in the facilitation of a formative cycle in which student data will be analyzed on a continual basis in order to provide ongoing supports for struggling students. PVESD will implement the action strategies below, as these are practices that are supported by educational research and will provide strong supports for our unduplicated students.

**Goal 1** Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under-resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin, 2008). Improving school systems and early intervention programs may help to reduce some of these risk factors; Research indicates that school conditions contribute more to SES differences in learning rates than family characteristics do (Aikens & Barbarin, 2008). Researchers have argued that the classroom environment plays an important role in outcomes. In order to address our classroom environments, the district has decided to implement the following actions.

**Action #1** To Improve the quality of instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used: To review and analyze data to drive planning for instruction, For adult learning experiences focused on the instructional core, Cross grade level and vertical collaboration

**Action #2** We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study and To improve the quality of instructional programs the district will offer a Pre-K/TK class with a highly qualified, appropriately certified teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school.

**Action #3** We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified

**Action #4** We realize the importance of maintaining adequate standards-aligned materials and access to 1:1 technology devices (Chromebook, iPad,) to student ratio for our students. In order to maximize the use of these devices, they need to be updated and replaced every 3-4 years. We will set aside money every year to accomplish this objective.

**Goal 2** Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under-resourced, negatively affecting students' academic progress and outcomes (Aikens & Barbarin,

2008). Improving school systems and early intervention programs may help to reduce some of these risk factors; The District is focused on a growth model for all students, and a very flexible learning environment designed to meet the needs of our learners.

Action #1 The District will purchase individualized adaptive-based assessments and learning programs and materials and supplies for all students to use in math and reading.

Action #2 The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added.

Action #3 The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.

Action #4 The District will provide an ELD coordinator/academic coach to help with ELD strategies and literacy intervention.

Action #5 Professional development providing intervention strategies to support student's growth in all academic areas.

Goal 4 Schools with a large Socio-economically disadvantaged population lack modern facilities that are aligned with 21st-century learning. In addition, they lack access to technology, reading materials, and the necessary supports to enhance their learning experience. The District will use the following actions to address those issues.

Action #1 The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities.

Action #3 The District will maintain its Tech Support AV Specialist position.

Action #5 The District will employ a Library Aide to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books. In addition, summer hours will be added to keep the library open for students during the summer months.

Action #7 Future Facilities Reserve

These Actions will support the following:

Multi-Tiered Systems of Support:

Through data-driven decision-making, PVESD will provide intervention and enrichment services that support the needs of all learners, especially in ELA and mathematics, and particularly for identified unduplicated pupils. The use of LCFF Supplemental Funds will support unduplicated populations and their needs. Special attention will be given to the following key actions:

1. Continue to find ways to individualize our student's learning.
2. Support appropriate inclusion at PVESD for identified students.
3. Implement a new assessment system focused on the whole child, develop and use habits of success data, use cognitive skills assessment data to provide targeted interventions and resources to individual students.
4. Provide training and access for teachers and related staff on academic data and learning loss.
5. Professional learning opportunities for teachers and classified staff on creating inclusive experiences such as Universal Design for Learning.
6. Additional supports in the classroom to differentiate and group students based on need.

7. Flexible learning environments to meet the needs of all learners.
9. Broader course of Study and opportunities to learn outside the classroom.
10. EL students will have at least thirty minutes daily of designated English Language Development (ELD) time.
12. Continue to assign one ELD/ELA Academic Coach to work with all teachers to provide instructional support for designated and integrated ELD instruction, ELPAC testing, D/ELAC committee supports, parent outreach and collaboration with teachers and instructional assistants related to instructional resources, academic assessment and data analysis, and tiered supports for English learner students.
13. Provide professional learning for all teachers on integrated ELD/Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies.
14. Use ongoing data to Monitor academic progress in ELA and math for all EL and RFEP students.
15. Schedule and promote District and site English Learner Advisory Committee (D/ELAC) participation
16. Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms.

#### Focus

on providing instructional assistants, continued professional learning for teachers and assistants, and the integration of common formative assessments to inform instruction for English learner students and improve English learner language acquisition and academic achievement.

#### Social-Emotional Learning:

PVESD will continue to focus on building the self-efficacy of all learners and provide a special focus on our UP students. We will build capacity to improve SEL interventions, decrease the number of suspension/expulsions (especially for students with disabilities, socio-economically disadvantaged students, English learners, Hispanic or Latino students, and students of two or more races), and support and also deepen our relationships with students to help them build their self-efficacy. These actions are being provided on an LEA-wide basis, and we intend to serve as many individuals who are struggling with mental health and social-emotional issues as necessary. To measure the effectiveness of this service, data will be collected through caseload monitoring on the number of direct contacts by school psychologists. The reduction in services needed over time, the increased well-being and achievement of students served, the re-engagement rate in school attendance and active participation, and the increased academic achievement of these struggling students. Because our EL, FY, and LI students face extraordinary challenges and barriers to their education, and because this service meets the needs most associated with chronic stress caused by poverty and trauma, we expect our academic performance for students in these significant subgroups to increase at least at the same rate as all other students.

Goal 3 Research shows that underserved communities do not have the access to mental health resources as those of more affluent areas when. In addition, studies have shown that students in socio-economically disadvantaged areas are at a far greater risk of trauma. When students have increased access to mental health services and strong relationships with adults their is a positive impact on their learning, but more importantly better long-term outcomes as adults. This has led to the district prioritizing the following actions.

Action #1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students.

Action #2 The District will continue to provide a bilingual community liaison/Social Worker to provide learning opportunities to parents and coordinate health, and dental partnerships in the community.

Action #3 The school district will provide professional development tied to social-emotional learning.

Goal 4 Research studies support that when students feel safe in schools, free from violence and bullying. This enhances their ability to learn. In addition, research also shows that when students and families don't feel isolated it leads to better academic outcomes for students. Having a safe and secure campus with the support to meet the health needs of our students and families led to the following actions.

Action #2 The District will continue to look at current safety needs and find ways to increase the safety and security of staff and students on campus, in well-maintained facilities. Our campuses are located in a rural area and the district will. The District will provide professional development related to school safety as well as the addition of crossing guards

Action #4 The District will have two.50 FTE part-time health/office clerks to better support the well-being and health needs of students.

Action #6 The district will look to improve its communication with parents through applications such as Parent Square, our school's website, translation services for documents, surveys, etc.

These Actions will support the following:

1. The commitment to the whole learner, making sure we meet their needs academically, social-emotionally, and any health and wellness needs.
2. Providing mental health resources to our students and families.
3. Providing Health and Dental resources in the community
4. Providing resources and learning opportunities for parents.
5. Provide supports in the classrooms for behavioral needs.
6. Provide learning opportunities for all staff around meeting the needs social-emotionally of our students and helping them build the habits of success.
7. Provide resources to teachers and staff to allow for better communication between the school and parents.
8. Building the Self-Efficacy of all learners in the system.

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

Longitudinal data of English Learner (EL) students and socio-economically disadvantaged students are not performing at or above standards in ELA and mathematics as evidenced by PVESD NWEA MAP and SBAC results.

Goal 1

Action #1 To Improve the quality of instruction in the classroom and improve the level of rigor in student achievement, the District has added eight days to the work year for certificated personnel. This time will be used: To review and analyze data to drive planning for instruction, For adult learning experiences focused on the instructional core, Cross grade level and vertical collaboration

Action #2 We realize the importance of early childhood education and a broad course of study. We will look to add Art, Music, P.E. to offer a broad course of study and To improve the quality of instructional programs the district will offer a Pre-K/TK class with Highly Qualified Teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school.

## Goal 2

Action #1 The District will purchase individualized adaptive-based assessments and learning programs and materials and supplies for all students to use in math and reading.

Action #2 The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added.

Action #3 The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.

Action #4 The District will provide an ELD coordinator/academic coach to help with ELD strategies and literacy intervention.

Action #5 Professional development providing intervention strategies to support student's growth in all academic areas.

The Goals and actions listed above are principally directed at providing the following services to our unduplicated student populations (particularly EL students). The services described above will provide the necessary supports to improve academic achievement in ELA and mathematics. instructional strategies, research-based programs, and strategies that have been shown to improve the academic achievement of unduplicated students. In addition to these research-based programs and strategies, PVESD is committed to continuing to provide in-depth professional learning to all EL Teachers and general education teachers related to designated ELD instruction and SDAIE methodologies. These instructional ELA/ELD frameworks and high-impact strategies (John Hattie) have been shown to increase the academic achievement of struggling students in many districts across the nation. Critical to this targeted, research-based professional learning, will be an emphasis on continuous Team data reviews to monitor the academic achievement of our unduplicated student populations. To ensure that all students are receiving equitable services, all teachers will continue to receive training on Social Emotional Learning strategies. This will not only support the instruction occurring inside the classroom but will also provide thorough and regular monitoring of our unduplicated students through the continued use of individualized supports and data reviews. Supported by research, PVESD strongly believes that the combination of the services described above will positively impact the academic achievement of our unduplicated students and is the most effective use of our funding. PVESD through an expansive process (described in the previous prompt response narrative) of identifying the needs of Unduplicated Pupils (UPs) developed Actions that increase or improve services for these students. Based on information gained through the needs assessment process, inclusive of strong input from Stakeholders, these Actions were developed with the intent to mitigate or eliminate the challenges and obstacles experienced by UPs by providing supports necessary to increase the achievement and success outcomes of these students. All Actions (marked "Yes" as Contributing) and components within each Action, whether implemented district/school wide or specifically targeted to UPs were developed to positively impact students. Through these Actions, PVESD Unified is meeting and exceeding the requirement to increase or improve services for UPs by the Minimum Proportionality Percentage over services provided for all students

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,450,113.00			\$390,000.00	\$1,840,113.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,235,000.00	\$605,113.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Certificated Professional Development (8 Extra Service Days)	\$100,000.00				\$100,000.00
1	2	English Learners Foster Youth Low Income	Broad Course of Study/ Early Childhood Staff	\$305,000.00				\$305,000.00
1	3	English Learners Foster Youth Low Income	Highly Qualified Teachers	\$25,000.00				\$25,000.00
1	4	English Learners Foster Youth Low Income	Curriculum, Technology, Materials, and Supplies	\$25,000.00			\$25,000.00	\$50,000.00
2	1	English Learners Foster Youth Low Income	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	\$30,000.00			\$30,000.00	\$60,000.00
2	2	English Learners Foster Youth Low Income	Instructional Aides	\$175,000.00			\$150,000.00	\$325,000.00
2	3	English Learners Foster Youth Low Income	Programs/Intervention/Student Services Support Coordinator	\$50,000.00			\$50,000.00	\$100,000.00
2	4	English Learners Foster Youth Low Income	ELD Coordinator/Academic Coach	\$35,000.00			\$35,000.00	\$70,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	Professional Development (Strategies to Mitigate Learning Loss)	\$25,113.00			\$100,000.00	\$125,113.00
3	1	English Learners Foster Youth Low Income	School Psychologist	\$150,000.00				\$150,000.00
3	2	English Learners Foster Youth Low Income	Community Liaison	\$20,000.00				\$20,000.00
3	3	English Learners Foster Youth Low Income	Professional Development (Social Emotional Learning and Development)	\$25,000.00				\$25,000.00
4	1	English Learners Foster Youth Low Income	Facilities	\$250,000.00				\$250,000.00
4	2	English Learners Foster Youth Low Income	Safety	\$25,000.00				\$25,000.00
4	3	English Learners Foster Youth Low Income	Tech Support	\$80,000.00				\$80,000.00
4	4	English Learners Foster Youth Low Income	Health/Office Clerk	\$55,000.00				\$55,000.00
4	5	English Learners Foster Youth Low Income	Library Aide	\$60,000.00				\$60,000.00
4	6	English Learners Foster Youth Low Income	Parent Engagement and Communication	\$15,000.00				\$15,000.00
4	7	English Learners Foster Youth Low Income	Future Facilities Reserve					\$0.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,450,113.00	\$1,840,113.00
<b>LEA-wide Total:</b>	\$1,450,113.00	\$1,840,113.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Professional Development (8 Extra Service Days)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
1	2	Broad Course of Study/ Early Childhood Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$305,000.00	\$305,000.00
1	3	Highly Qualified Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	4	Curriculum, Technology, Materials, and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$50,000.00
2	1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$60,000.00
2	2	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	\$325,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Programs/Intervention/Student Services Support Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$100,000.00
2	4	ELD Coordinator/Academic Coach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$70,000.00
2	5	Professional Development (Strategies to Mitigate Learning Loss)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,113.00	\$125,113.00
3	1	School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
3	2	Community Liaison	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	\$20,000.00
3	3	Professional Development (Social Emotional Learning and Development)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
4	1	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
4	2	Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
4	3	Tech Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	4	Health/Office Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00
4	5	Library Aide	LEA-wide	English Learners Foster Youth	All Schools	\$60,000.00	\$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	6	Parent Engagement and Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
4	7	Future Facilities Reserve	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.