

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant View Elementary

CDS Code: 54 72058 6054217

School Year: 2022-23

LEA contact information:

Mark Odsather

Superintendent

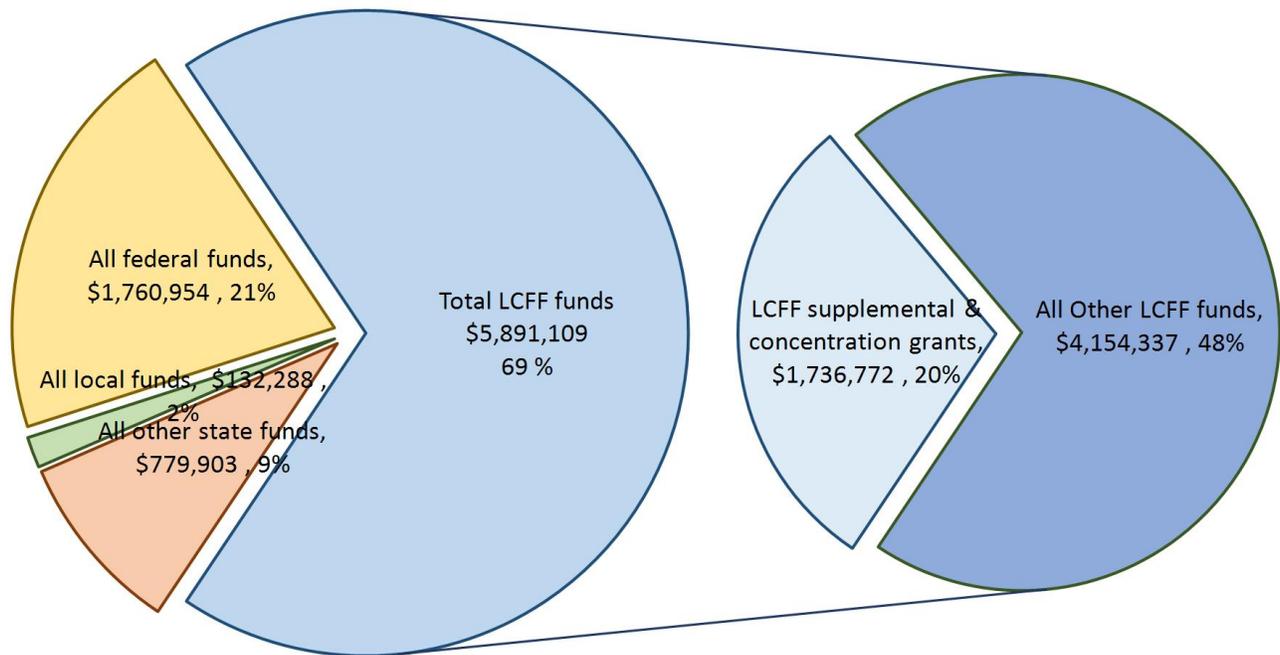
marko@pleasant-view.k12.ca.us

5597895840

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



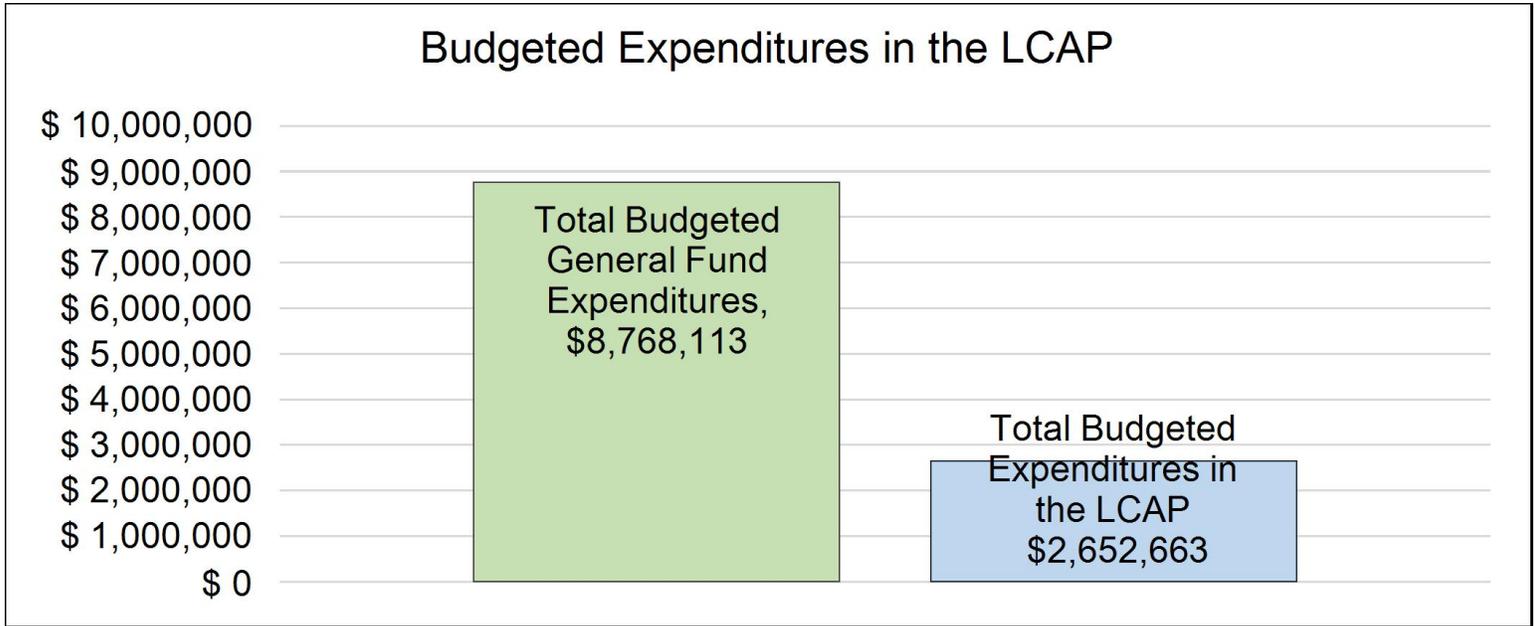
This chart shows the total general purpose revenue Pleasant View Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant View Elementary is \$8,564,254, of which \$5,891,109 is Local Control Funding Formula (LCFF), \$779,903 is other state funds,

\$132,288 is local funds, and \$1,760,954 is federal funds. Of the \$5,891,109 in LCFF Funds, \$1,736,772 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pleasant View Elementary plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pleasant View Elementary plans to spend \$8,768,113 for the 2022-23 school year. Of that amount, \$2,652,663 is tied to actions/services in the LCAP and \$6,115,450 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP, unless the funds support action or services in the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 82% of the total General Fund expenditures consist of salaries and benefits. These costs account for the human resources required to carry out a vast array of educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

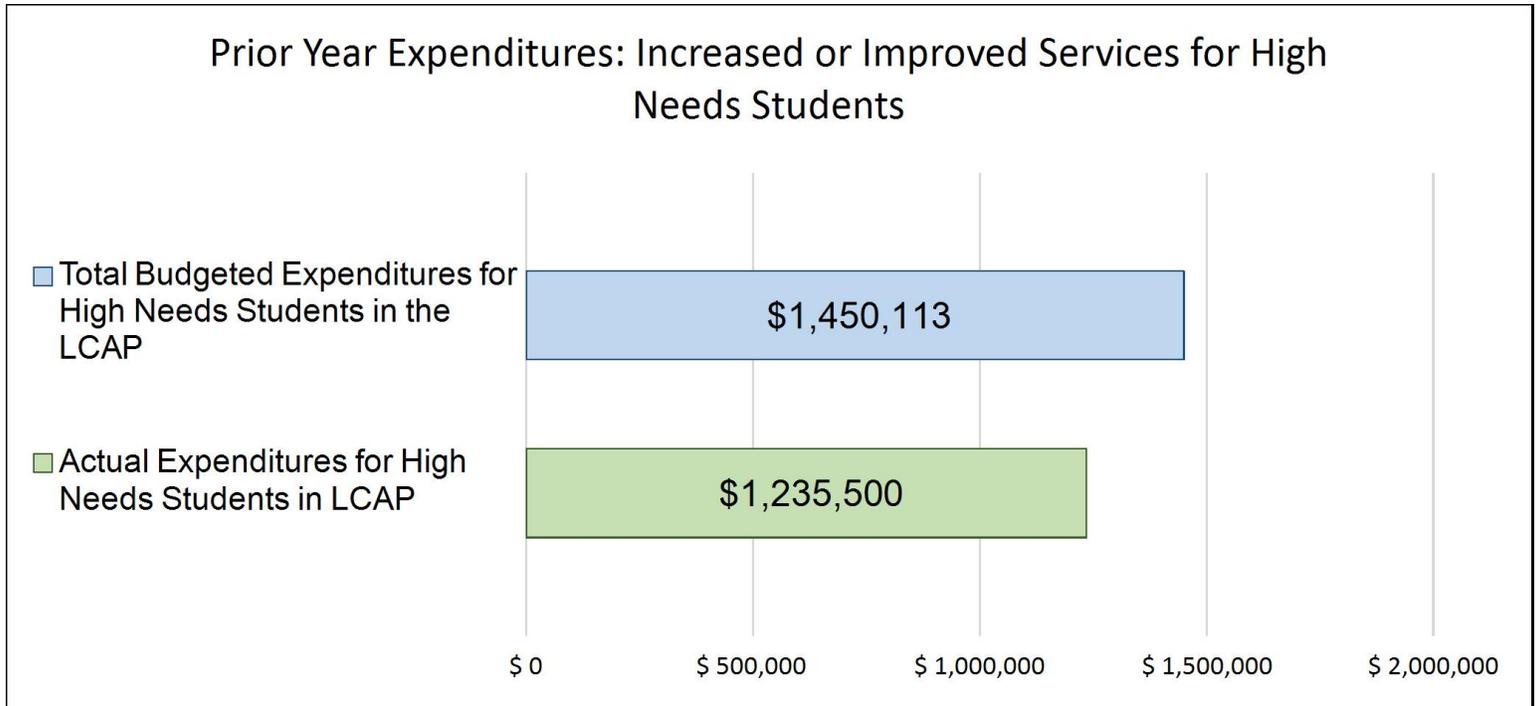
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Pleasant View Elementary is projecting it will receive \$1,736,772 based on the enrollment of foster youth, English learner, and low-income students. Pleasant View Elementary must describe how it intends to

increase or improve services for high needs students in the LCAP. Pleasant View Elementary plans to spend \$2,249,663 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Pleasant View Elementary's LCAP budgeted \$1,450,113 for planned actions to increase or improve services for high needs students. Pleasant View Elementary actually spent \$1,235,500 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-214,613 had the following impact on Pleasant View Elementary's ability to increase or improve services for high needs students:

There were no differences in actions actions and services for high needs students in 2021-2022, Other one time revenue sources were used to cover the costs of some actions and services. There was no impact on services provided to high needs students in 2021-2022.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant View Elementary	Mark Odsather Superintendent	marko@pleasant-view.k12.ca.us 5597846769

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

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

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based colleagues engaged during our monthly leadership team meetings, our SSC/ELAC meetings that students, administration, community partners, classified staff, certificated staff, parents and guardians. On January 18, 2022, we had our LCAP community engagement meeting that was open to district colleagues, board members, local community-based organizations and partners, parents, students, school staff, and administration to specifically tackle LCAP goals 1,2,3 & 4. Recovering from learning loss is a priority for Pleasant View, and is evident in this planned use of funds.

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

15% concentration grant add-on (targeted funds for unduplicated students) Thanks to the input from a variety of colleagues, community partners, students, and families we developed a plan to support our students, the vast majority of whom are low-income and English learners. With the additional concentration grant add-on funding, we added two additional certificated teachers to help reduce class size and provide targeted intervention in our grade levels that are most in need of support.

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

COVID Emergency Relief Funds (CARES, ESSER I, ESSER II) and Expanded Learning Opportunities (ELO-G) were used to support professional development, staff planning and preparation in light of the pandemic. We also dedicated these funds to expanded summer school programming, instructional materials, and one-time technology purchases, as well as additional classroom space. In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP from August-May 2020-2021. We expanded our efforts to engage our partners in several ways during the 2021-2022 school year, between August and January 2022 when other funds became available. School-based colleagues engaged during our monthly leadership team meetings, our SSC/ELAC meetings that include students, administration, community partners, classified staff, certificated staff, parents and guardians. On January 18, 2022, we had our LCAP community engagement meeting that was open to colleagues, board members, local community-based organizations and partners, parents, students, school staff, and administration to specifically tackle LCAP goals 1,2,3 & 4 to address the learning loss of our students.

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

Successes and Challenges for ESSER III Our number one priority is to keep students and staff safe at all times. To this end, PVEDS has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. PVEDS has hired additional teachers to reduce class size and provide targeted intervention and support to our students. We recognize the learning loss caused by the pandemic and believe the extra support and targeted intervention will allow our students to recover those losses quickly. In addition PVEDS has allocated ESSER III monies to add additional classroom space and modernize some classrooms for cohorting and social distancing measures as well as to be able to provide targeted intervention.

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

PVEDS considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. The additional funding sources such as CARES, ESSER I, ESSER II and ESSER III complement the LCAP in the following areas.  
Goal 1 - Providing every student at PVEDS with an individualized learning program.

Goal 2- Every student will receive individualized as well as extended educational opportunities

Goal 3 - All students will show growth in their social, emotional, and cognitive skills

Goal 4 - All students will have a safe, clean, healthy, and engaging school climate along with school facilities to support it.

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

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

## Instructions

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

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

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

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

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

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

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

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

*intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education  
November 2021

# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

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

Pleasant View Elementary School is located in the city of Poplar and serves students in grades TK-8th. The school currently has an enrollment of 452 students, with the majority of our students being Socio-economically disadvantaged and English Learners. Poplar is located on the Eastern side of Tulare County which in two major studies in the last 15 years has listed this area as the most impoverished in the nation. Though Poplar may be looked at in this light, Pleasant View elementary has been a beacon of light for families and children. The Elementary School offers a comprehensive Elementary School curriculum with opportunities for students to participate in a wide range of extracurricular activities. 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 lifelong learners. We value building a strong sense of community with all educational partners, 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 of 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 build relationships with families who have not been well connected to their students' schools. The school also recognizes the need to continue to find ways to meet with parents and discuss ways to improve outcomes for their children. Pleasant View is always looking for ways to reach out and partner with our underrepresented families.

We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. 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 Educational Partners 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.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on successes and/or progress are based on the most recently available state and local data, educational partner input, and any relevant 2019 Dashboard information still applicable to the maintenance of actions attributable to successful outcomes. Pleasant View has made great strides to make the school a more welcoming environment for parents and students. Pleasant View is always looking for ways to reach out and partner with our underrepresented families. We understand that making the school a safe and caring place where parents feel comfortable coming is critical to our success. We continue to plan multiple events throughout the year to try and reach all families. We also utilize our community liaison to reach out to families. The school has multiple measures it uses through a variety of student and parent surveys to measure progress. 98% of parents reported being satisfied with educational programs at our school. Our target is 94% or greater. 100% of parents of children with special needs reported being satisfied with educational programs at our school. Our target is 90% or greater. • 100% of parents reported feeling welcome at school. The target was 95%. Those of us in the education community know that school climate plays a critical role in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years. Student School Climate Survey (Combined Results 2nd-8th) Target is 90% or greater. •94% of students reported having felt close to someone at school. • 96% of students reported believing that teachers and other grown-ups at school believe they can do a good job.. • 90% of students reported that teachers and other grown-ups care about them. • 90% of students feel like they are a part of this school. • 78% of students report that they are motivated to learn. • 95% of students reported feeling safe at school. Historically we have been well over 90% we feel the drop in motivation is connected to Distance Learning and the Covid-19 Pandemic. In addition, Pleasant View has selected the following metric to show direct mental health services provided to our students by the school psychologist. Our school psychologist reported providing direct services to 40% of our students. Target is greater than 15%. The school also believes Self Efficacy is extremely important to student long-term outcomes. The school gave a self-efficacy survey to all 4th-8th graders in 2021-2022 (scores 1-4 range). The First score is from the 2021 survey prior to the pandemic and the second is from the 2022 survey. Our student's areas of strength were Academic Achievement 2.41/2.67 and Social 2.34/2.56. It's apparent that there has been a significant drop in our student's beliefs about themselves. We attribute this drop to the COVID-19 Pandemic and Distance Learning. The district will use this data to focus its work on building communities in the classrooms where students will feel connected and learn how to better access the resources they need to be successful. When it comes to Academic Measures Pleasant View students are assessed three times a year using the NWEA Map, though the district's students missed

yearly goals in Math and reading by a few points our students exceeded their goals in Language Use by 23 points. Pleasant View staff believes that the school is better positioned for continual growth and long-term success of our students.

## 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.

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards, therefore, reflections on identified needs are based on the most recently available state and local data, educational partner input, and any relevant 2019 Dashboard information still applicable to addressing identified needs through LCAP actions. 2021-22 feedback from surveys continues to indicate 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. 2021-22 feedback from surveys continues to indicate 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. Pleasant View students are assessed three times a year using the NWEA Map, the district's students missed yearly goals in Math by 7 points and Reading by 6 points. We believe this is partly due to the learning loss of suffered during the Covid-19 pandemic. 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 firsthand. Our student's scores have dropped significantly from pre-pandemic levels and we believe its due to the isolation the pandemic caused. Our student's two weakest areas were in Self-Regulated Learning 2.15/2.20 and Enlisting Social Resources 2.23/2.23. 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.

In reviewing our Strengths and Weaknesses Pleasant View believes that its current plan and actions highlight our district goals that 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 workforce, 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 make 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 the 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, 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 them 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. Pleasant View has become a Paideia school with a focus on student seminars TK-8th to give our students a voice in their learning. On the social-emotional scene, we have a Psychologist, a Triage Social Worker, three behavioral aides, and a Community Liaison 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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners to participate.

Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input sought at Board Meetings: September 2021, October 2021, November 2021, December 2021, February 2022, March 2022, April 2022, May 2022 and June 2022.

School Site Council & Advisory Council Meetings (PAC)(ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought October 21st, 2021, December 8th, 2021, December 15th, 2021, February 8th, 2022, February 9th, 2022, May 11th 2022, May 25, 2022. Members: Parents of English Learners, district office staff, site teachers, principal & staff.

Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought. August 2021, September 2021, October 2021, November 2021, February 2022, March 2022, April 2022, May 2022. Members: Superintendent/Principal and Teachers.

School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2021, September 2021, October 2021, December 2021, February 2022, March 2022, April 2022, May 2022 and June 2022. Members: Superintendent, Principal, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator.

School Site Classified Leadership Team: Progressed monitored and input sought August 2021, September 2021, October 2021, November 2021, December 2021, January 2022, February 2022, March 2022, April 2022, May 2022 and June 2022. Members: Superintendent, Principal, Office Staff, Business Office Staff, Maintenance, Transportation and Operations, Food Service Management Staff.

Community Liaison Monthly Meetings Progressed monitored and input sought. October 2021, November 2021, January 2022, February 2022, March 2022,. Attendees: Pleasant View Staff and Parents

SELPA meetings, September 2021, November 2021, April 2022

Student Surveys: May 2022

Parent Surveys: May 2022

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 educational partners.

Parent Feedback: Parents indicated they would like more suggestions at home to help support their students.

Staff /Teacher Feedback: Teachers continue to look for ways to engage families and students in the work they are doing in the classroom and would like to find ways to build a more collaborative environment with parents.

Student Feedback: 19% of students (4th-8th grade) stated they do not reach out to adults to get help with social problems. 49% of students (4th-8th grade) believe students at our school do not stop bullying when it is happening.

School Site Council: Parents mentioned that it would be helpful for teachers to explain things like class goals and the Accelerated Reader program, during Back to School Night. Parents also added that it would be beneficial if the parents could learn more about the Summit Learning platform from the teachers. Parents were interested in if we have data to show the additional teachers are making a difference.

"The instructional aides have been extremely supportive for our students. I have seen so much growth in my daughter because of the help she is

getting from the instructional aides. It would be nice if our aides were more involved in the training opportunities." "Parents may not be able to know everything, but communication can be improved between teachers and parents." Parents also asked about an orientation for parents to know about the programs provided by the school and how to support students at home.

ELAC Feedback: Parents suggested providing at-home assistance for English Learners.

SELPA Feedback: No direct feedback from SELPA was provided.

In response, the Superintendent stated, "All of the input/feedback received by parents, students, and staff is being taken back to school and district leadership teams to try and incorporate as much as possible into next year's professional learning at the start of the year." He also stated, "The Districts vision is to build more opportunities for staff, students, and parents to interact outside of the regular school day and build relationships as well as bring more resources into the community, the district has plans to create a community services coordinator to work on these requests specifically."

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

After listening to our educational partners, we have incorporated the following actions into the LCAP. The district will maintain having two triage social workers to support students and families, three behavioral aides to support students and teachers in the classroom, and the district will also maintain additional teachers to help mitigate learning loss in the classroom. The district has applied for a state pre-school program and will hire an additional pre-school teacher and instructional aide to support a full day Preschool program. The district will look to add a community coordinator to plan activities in the community year round to bring parents and families together.

# Goals and Actions

## Goal

Goal #	Description
1	Provide every student at PVEDS 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. This Action includes LCFF Concentration Add-on Grant funds.

An explanation of why the LEA has developed this goal.

Educational Partners have identified that building the self-efficacy of all learners is critical to current and future success. Educational partners 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 the most recent 2018-2019 state 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. In regards to local assessments on the NWEA MAP assessment for math, projected growth for k-8th grade students was 107 points, but observed growth was 101 points. In Reading, projected growth for k-8th grade students was 96 points, but observed growth was 90 points. Finally, in Language, projected growth for 3rd-8th grade students was 43 points and observed growth was 66 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+ (2018-2019 Baseline growth 188 points) (SBAC Norm Combined Growth of Grade Levels 3rd-8th is 136 points)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: ELA 83.7 points below standard- 2022 Dashboard.			4th-8th SBAC ELA Total growth of 408+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4th-8th SBAC Math Growth	4th-8th SBAC Math Growth of 150+ (2018-2019 Baseline growth 156) (SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: Mathematics 107.6 points below standard - 2022 Dashboard.			4th-8th SBAC Math Total Growth of 450+
K-8th NWEA MAP ELA Growth	K-8th NWEA MAP ELA Growth of 96+ (2018-2019 baseline growth 105) (NWEA MAP Norm Combined Growth of Grade Levels K-8th is 96 points)	Students grew 90 points from fall to spring missing ELA growth target by 6 points 2021-2022			K-8th NWEA MAP ELA Total Growth of 289+
K-8th NWEA MAP Math Growth	K-8th NWEA MAP MATH Growth of 107+ (2018-2019 baseline growth 117 points) (NWEA MAP Norm Combined Growth of Grade Levels K-8th is 107 points)	Students grew 101 points from fall to spring missing Math growth target by 6 points. 2021-2022			K-8th NWEA MAP Math Total Growth of 321+
3rd-8th NWEA MAP Language Growth	3rd-8th NWEA MAP Language Growth of 43+ (2018-2019 baseline growth 42 points) (NWEA MAP Norm Combined	Students grew 66 points in Language use exceeding Language Use targets by 23 points. 2021-2022			3rd-8th NWEA MAP Language Total Growth of 131+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Growth of Grade Levels 3rd-8th is 43 points)				
% of Teachers will be appropriately assigned. % of Teachers will be fully credentialed.	2020-2021 90% of Teachers are appropriately assigned and fully credentialed.	100% of Teachers are appropriately assigned and 75% fully credentialed. 2021-2022			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.	2020-2021 All Students have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.	All Students have adequate standards-aligned materials. Pleasant View provided 1:1 technology to all students.2021-2022			All Students will have adequate standards-aligned materials. Pleasant View will provide 1:1 technology to all students.
All Students will have access to a broad course of study including unduplicated pupils and students with exceptional needs.	2020-2021 All Students have access to a broad course of study including unduplicated pupils and students with exceptional needs.	All Students have access to a broad course of study including unduplicated pupils and students with exceptional needs.2021-2022			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 including ELD Standards.	2020-2021 Pleasant View fully implemented the California State Standards.	Pleasant View maintains full implementation of the California State Standards.2021-2022			Pleasant View will maintain full implementation of the California State Standards.
Pleasant View Reclassify 5% of its EL students annually.	2020-2021 Pleasant View reclassified 6% of its EL students.	Pleasant View reclassified 1.5% of its			Pleasant View will maintain a 5% EL reclassification rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EL students.2021-2022			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 vertical collaboration</li> </ul>	\$105,000.00	Yes
1.2	Broad Course of Study/ Early Childhood Staff	<p>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 Teachers, and hire additional teachers to reduce class: student to teacher ratios. In addition, students will be given opportunities for field trips and extended learning experiences outside</p>	\$466,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the school.(This Action includes LCFF Concentration Add-on Grant funds)		
1.3	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	\$20,000.00	Yes
1.4	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.	\$33,000.00	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.

1.1 The eight days added to the certificated work year were used for the following: Trained on Paideia Seminars to teach student how to have discussions around text. This gives students opportunities to develop verbal expression and communication skills. They are taught

ways to respectfully disagree, citing evidence from text to support their ideas. Teachers were challenged to pose questions that led students to think deeply about the text, considering author's purpose and elements of the text. The math consultant is contracted for these days to provide support through data analysis, lesson planning, and effective use of math strategies. These days have also been used to analyze data on an ongoing basis. Teachers used writing samples to plan next steps for instruction. The ATLAS protocol is used to evaluate data and determine areas of growth and next steps. Cross grade level and vertical collaboration is consistently utilized to give teachers ongoing opportunities to learn from each other.

1.2 The district has a full time music teacher, providing an hour of music instruction per week for students in Pre-K through fourth grades as well instrumental and choral learning opportunities for students in fifth through eighth grades. Teachers conduct physical education lesson with their grade levels, meeting the required minutes. We did not implement a district wide Art program. However, individual grade levels provided opportunities for students to engage in creative activities to broaden their course of study. The District has a Highly Qualified Teacher teaching the Pre-K/TK class. Extended learning opportunities have been provided for students including the following: Planetarium, Yosemite, Underground Gardens, Fresno Zoo, local dairy, Porterville Art Center, Porterville Fair, Scicon.

1.3 The District covered TIPS costs.

1.4 The District continues to maintain a 1:1 device to student ratio and updates and/or replaces devices on an ongoing basis. All devices are less than four years old. Due to other one-time moneys being used, the district did not use these funds to replace devices and will reallocate the money for 22-23.

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

1.1 No material difference

1.2 No material difference

1.3 No material difference

1.4 Due to other one-time moneys being used, the district did not use these funds to replace devices and will reallocate the money for 22-23.

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

1.1 As a result of Paideia training, students are able to express themselves in discussions and verbalize their opinions and ideas in Paideia seminars school-wide. Students are more confident in their communication skills and more willing to participate in class discussions.

1.2 Students received an hour of music instruction per week in Pre-K through 4th grade and 5th-8th grade students had instrumental and choral learning opportunities available to them. Physical education minutes were facilitated by grade-level teachers. Students had opportunities to go on field trips to expand their learning.

1.3 Teachers with a preliminary credential received support through TIPS.

1.4 Every student has access to a device.

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.

1.1 No changes to planned goals, metrics, outcomes, or actions.

1.2 the action was revised to include the following addition "and hire additional teachers to reduce class: student to teacher ratios" (This Action includes LCFF Concentration Add-on Grant funds)

1.3 No changes to planned goals, metrics, outcomes, or actions.

1.4 No changes to planned goals, metrics, outcomes, or actions.

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

# 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.

Educational Partners including our SELPA, have identified that building the self-efficacy of all learners is critical to current and future success. Educational Partners 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 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. In regards to local assessments on the NWEA MAP assessment for math, projected growth for k-8th grade socio-economically disadvantaged students was 107 points, but observed growth was 100 points. In Reading, projected growth for k-8th grade socio-economically disadvantaged students was 96 points, but observed growth was 91 points. Finally, in Language, projected growth for 3rd-8th grade socio-economically disadvantaged students was 43 points and observed growth was 56 points. EL learners assessment for math, projected growth for k-8th grade EL students was 107 points but observed growth was 97 points. In Reading, projected growth for k-8th grade EL students was 96 points, but observed growth was 90 points. Finally, in Language, projected growth for 3rd-8th grade EL students was 43 points and observed growth was 53 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. 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)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: ELA (Socio-economically Disadvantaged, Homeless, and Foster Youth) 86.7 points below standard - 2022 Dashboard.			4th-8th SBAC ELA Total growth of 414+
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)	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021. Updated data: Math (Socio-economically Disadvantaged, Homeless, and Foster Youth) 111.4 points below standard - 2022 Dashboard.			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	Students grew 91 points from fall to spring missing ELA growth target by 5 points. 2021-2022			K-8th NWEA MAP ELA Total Growth of 295+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Levels K-8th is 96 points)				
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)	Students grew 100 points from fall to spring missing Math growth target by 7 points.2021-2022			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 Youth)(NWEA MAP Norm Combined Growth of Grade Levels 3rd-8th is 43 points) 2018-2019 Baseline Growth was 42 points.	Students grew 56 points in Language use exceeding Language Use targets by 13 points. 2021-2022			3rd-8th NWEA MAP Language Total Growth of 137+
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) 2018-2019 Baseline Growth was 154 points.	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021.			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 (EL Students)	4th-8th SBAC Math Growth of 150+ (EL Students)(SBAC Norm Combined Growth of Grade Levels 3rd-8th is 150 points) 2018-2019 Baseline Growth was 156 points	Reestablish baseline in 2021-2022 due to pandemic students were not tested in 2020-2021.			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) 2018-2019 Baseline Growth was 108 points	Students grew 90 points from fall to spring missing ELA growth target by 6 points. 2021-2022			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) 2018-2019 Baseline Growth was 112 points	Students grew 97 points from fall to spring missing Math growth target by 10 points. 2021-2022			K-8th NWEA MAP Math Total Growth of 327+
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	Students grew 53 points in Language use exceeding Language Use targets by 10 points. 2021-2022			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
	points) 2018-2019 Baseline Growth was 42 points				
K-8th EL Students ELPAC	49% of students made progress towards proficiency desired outcome 55%	Pending availability of year-end data.2021- 2022			55% of students made progress towards proficiency on the ELPAC Summative Assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	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
<b>2.2</b>	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.	\$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	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.	\$110,000.00	Yes
2.4	ELD Coordinator/Academic Coach	The District will provide an ELD coordinator/academic coach that will provide Professional Development, ELD strategies and literacy intervention strategies to staff.	\$70,000.00	Yes
2.5	Professional Development (Strategies to Mitigate Learning Loss)	Professional development providing intervention strategies to support students' growth in all academic areas.	\$100,000.00	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.

- 2.1 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.2 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.3 There are no substantive differences between planned Actions and implemented Actions under this Goal..
- 2.4 There are no substantive differences between planned Actions and implemented Actions under this Goal.
- 2.5 Professional development was facilitated in-house.

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

- 2.1 No material difference
- 2.2 No material difference
- 2.3 No material difference
- 2.4 No material difference
- 2.5 Moneys were not used and will be reallocated for 22-23.

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

- 2.1 Students received individualized instruction in math, reading, and learning with the use of various online learning platforms.
- 2.2 Instructional aides were an integral part of classroom instruction, supporting students with their individual needs.
- 2.3 Our programs/intervention/student services support coordinator monitored and maintained data.
- 2.4 Our ELD coordinator/academic coach supported teachers and instructional aides with ELD strategies and literacy intervention strategies.
- 2.5 The professional development provided to staff was in-house and on a case-by-case basis rather than a whole staff professional development.

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.

- 2.1 No changes to planned goal, metrics, outcomes or actions.
- 2.2 No changes to planned goal, metrics, outcomes or actions.
- 2.3 No changes to planned goal, metrics, outcomes or actions.
- 2.4 No changes to planned goal, metrics, outcomes or actions.
- 2.5 No changes to planned goal, metrics, outcomes or actions.

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

# 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 support especially as we come out of the pandemic. Many of our parents report feeling isolated. 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. 2019-2020 Baseline School Psychologist provided direct services to 44% of students and families.	40% of Pleasant View students had direct services provided to them by psychologists and triage social workers. 2021-2022			Maintain 15% School psychologist providing direct services to students.
Community Liaison/Social worker will organize 8 to 10 parent informational events annually	Community Liaison/Social worker will organize 8 to 10 parent informational events annually	2021-2022 10 parent information events were organized by the Community Liaison/Social Worker			Community Liaison/Social worker will maintain organizing 8 to 10 parent informational

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including events related to parent input into school decision-making, inclusive or parents of Unduplicated pupils, and parents of pupils with exceptional needs. (ie...townhalls, Parenting Classes.)	(ie...Townhalls, Parenting Classes.) 2020-2021 12 parent information events were organized by the Community Liaison/Social Worker				events annually (ie...Townhalls, Parenting Classes.)
Student self-efficacy survey	Self Efficacy Surveys (Scale of 1-4) 2020-2021 Baseline data 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 Surveys (Scale of 1-4) 2021-2022 Data Self Efficacy for Academic Achievement 2.67 (+.26) Self Efficacy for Self Regulated Learning 2.20 (+.05) Social Self Efficacy 2.56 (+.22) Self Efficacy for Enlisting Social Resources 2.23 (+.0) 2021-2022			Increase Self Efficacy Scores by .50 (Scale of 1-4) 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
3.1	School Psychologist	The District will continue to provide a psychologist on staff full time to meet the emotional and	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavioral needs of students.		
3.2	Community Services Director	The District will continue to provide a bilingual community services director to provide expanded learning opportunities for students parents and coordinate health, and dental partnerships in the community.	\$80,000.00	Yes
3.3	Professional Development (Social Emotional Learning and Development)	The school district will provide professional development tied to social-emotional learning.	\$20,000.00	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.

3.1 There are no substantive differences between planned Actions and implemented Actions under this Goal.  
 3.2 There are no substantive differences between planned Actions and implemented Actions under this Goal.  
 3.3 Professional Development was facilitated in-house and based on specific needs, further professional development will be planned in 22-23.

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

3.1 No material difference  
 3.2 No material difference  
 3.3 Moneys were not used and will be reallocated for 22-23.

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

3.1 Our psychologist monitored and met with an increased number of students who have struggled with social-emotional challenges post-pandemic. She has also provided support to families struggling with the increased needs of their children.

- 3.2 Our community liaison provided parents with information and opportunities to secure resources, ensuring the basic needs of students were met. This led to students engaging more actively in their education.
- 3.3 The professional development provided to staff was in-house and on a case-by-case basis rather than a whole staff professional development.

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.

- 3.1 No changes to planned goal, metrics, outcomes, or actions.
- 3.2 The duties of the community liaison position will be expanded and integrated into a community services director/ELOP coordinator that will be co-funded through LCAP another source.
- 3.3 No changes to planned goal, metrics, outcomes, or actions.

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

# 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. The District will provide professional development related to school safety as well as the addition of crossing guards.

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. 2018-2019 Baseline data was 97.1%	92% attendance rate at P2 2021-2022			School attendance rates will be maintained at 96%. or better.
Pupil suspension rates	Pupil suspension rate will be maintained at under 3%. 2018-2019 Baseline data was 4.1%	Pupil suspension rate was 2.4% 2021-2022			Pupil suspension rate will be maintained at under 3%.
The chronic absenteeism rate	The chronic absenteeism rate will be maintained at 5%	The chronic absenteeism rate was 8.22% 2021-2022			The chronic absenteeism rate will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	or fewer. 2018-2019 Baseline data was 5.8%				be maintained at 5% or fewer.
Pupil expulsion rates	Pupil expulsion rates will be maintained at less than 1%. 2018-2019 Baseline data was 0%	0% of students were expelled. 2021-2022			Pupil expulsion rates will be maintained at less than 1%.
The District will maintain a 0% middle school drop out rate.	The District will maintain a 0% middle school drop out rate. 2018-2019 Baseline data was 0%	0% of students dropped out of school. 2021-2022			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. 2020-2021 Baseline data score was exemplary.	Pleasant View received a score of "Good" on its Williams Facilities Visit meeting the goal set. 2021-2022			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.	2019-2020 Baseline data 93% of Students surveyed reported feeling safe at school.	95% of students surveyed reported feeling safe at school. 2021-2022			95% of students surveyed will report feeling safe at school.
Parent survey (average of questions 1,4,6,7)	2020-2021 Baseline data 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	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			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the educational programs being offered.	programs being offered meeting the goal set. 2021-2022			programs being offered.
Parent survey of Special Education parents (average of questions 1,4,6,7)	2020-2021 Baseline data 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.	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 meeting the goal set. 2021-2022			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 EL students (average of questions 1,4,6,7)	2020-2021 Baseline data 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.	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 meeting the goal set. 2021-2022			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	2020-2021 Baseline data 90% of Teachers and Staff will report feeling safe and connected to the school.	92% of Teachers and Staff will report feeling safe and connected to the school meeting the goal set. 2021-2022			Maintain 90% of Teachers and Staff will report feeling safe and connected to the school.

# Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. These future learning spaces will give staff and students greater flexibility to meet their needs of students. By being able to group and provide intervention based on needs.	\$265,000.00	Yes
4.2	Safety	The District will provide additional professional development related to school safety. 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.	\$20,000.00	Yes
4.3	Tech Support	The District will maintain its Tech Support AV Specialist position.	\$125,000.00	Yes
4.4	Health/Office Clerk	The District will have two .50 FTE part time health/office clerk	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to better support the well being and health needs of students.		
<b>4.5</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.	\$85,000.00	Yes
<b>4.6</b>	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
<b>4.7</b>	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.	\$492,891.00	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.

- 4.1 The district has invested in 21st classrooms and continues to pay down the debt.
- 4.2 The district provides crossing guards at multiple intersections near the school to ensure students are safe walking to and from school.
- 4.3 The district employed a full-time tech during the 21-22.
- 4.4 A health clerk worked to support the well-being and health needs of students. She played an integral role in managing our response to Covid.
- 4.5 A library aide works to provide support to students and teachers related to the library and its services. New books were purchased to ensure all students have access to quality, high interest texts at their reading level. The aide maintained hours over the summer to keep the library open for students interested in reading during summer vacation. She also scheduled daily story time over the summer for students to come hear a story.
- 4.6 Parent Square continues to be a primary tool for communicating with parents about the school schedule and opportunities available to students and families.
- 4.7 No money was allocated.

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

- 4.1 No material difference
- 4.2 No material difference
- 4.3 The district used one-time money to cover the cost of the tech position so funds will be reallocated for 22-23.
- 4.4 No material difference
- 4.5 No material difference
- 4.6 No material difference
- 4.7 No material difference

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

- 4.1 The made its debt payment on the 21st century classrooms.
- 4.2 Crossing guards ensured students were safe walking to and from school.
- 4.3 The tech specialist maintains the efficiency of our technology, trouble shoots problems and maintains equipment with no disruption to daily educational routines.
- 4.4 The health and well-being of students is managed effectively. Our health aide played an integral part in contact tracing and managing our response to Covid.

4.5 The library aide kept the library open to students and facilitated increased access to books. She also managed the Accelerated Reader program and promoted reading. Teachers observed increased reading growth compared to last year.

4.6 Parent Square is a primary tool for communicating with parents and families school wide. Teachers use it daily to communicate with individual parents as well as send notifications to the class as a whole. The district sends out information to parents regarding the school schedule, safety alerts, and extended opportunities.

4.7 Not applicable

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.

4.1 No changes to planned goal, metrics, outcomes, and actions.

4.2 No changes to planned goal, metrics, outcomes, and actions.

4.3 No changes to planned goal, metrics, outcomes, and actions.

4.4 No changes to planned goal, metrics, outcomes, and actions.

4.5 No changes to planned goal, metrics, outcomes, and actions.

4.6 No changes to planned goal, metrics, outcomes, and actions.

4.7 No changes to planned goal, metrics, outcomes, and actions.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,736,772	\$227,888.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.89%	12.56%	\$492,891.00	55.45%

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

## Required Descriptions

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

Annually, the District conducts ongoing needs assessments, discussions, educational partners' 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 support 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 is caused by factors often outside their control. PVESD and Educational Partners 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 Educational Partners 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 support. 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 support for struggling students. PVESD will implement the action strategies below, as these are practices that are supported by educational research and will provide strong support 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. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

**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. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

**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, and

hire additional teachers to reduce class: student to teacher ratios. appropriately certified teacher. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

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 (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

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. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments and annual SBAC Assessments)

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. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

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. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

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. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

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. (The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

Action #5 Professional development provides intervention strategies to support students' growth in all academic areas.(The district will monitor the effectiveness of this action through NWEA MAP Trimester Assessments, SBAC, and ELPAC Annual Assessments)

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 support to enhance their learning experience. Pleasant

view recognizes the research and believes it is indicative of students at Pleasant View. 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. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

**Action #2** The District will provide additional professional development related to school safety. 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. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

**Action #3** The District will maintain its Tech Support AV Specialist position. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

**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.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

**Action #7** Future Facilities will be needed for the expanding learning opportunities the district would like to provide students and families in the community. Pleasant View is a very rural district with very few nearby facilities and resources which students can access to participate in further learning opportunities or receive much needed resources. Through information shared by parents and other educational partners, the district's assessment of needs and resources, and student data, the poverty level of many students and their families make it very challenging to afford extra-curricular or expanded learning opportunities as they cannot afford to participate in pay-for activities such as sports leagues, activities related to Visual and Performing Arts, or off-campus performances/learning trips. Many of these same UP lack transportation or even reliable transportation that would allow them to access these opportunities. Language barriers (62% of district students are English Learners) also hinder the ability to participate in off-campus activities, as many students and families do not feel comfortable outside school settings. Providing on-site school facilities will decrease student access and participation barriers encountered in relation to expanded opportunities for all-around growth (academic, social, physical, and emotional) and will maximize families having greater access to resources that will increase the potential for a healthier and more successful state of well-being.

These Actions will support the following:

Multi-Tiered Systems of Support:

Through data-driven decision-making, PVEDS 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, and 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 support 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 the 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 there 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. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

Action #1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students.(The district will monitor the effectiveness of this action through direct service logs and through student, staff, and parent surveys)

Action #2 The District will continue to provide a bilingual community service director to provide expanded learning opportunities to students and parents and coordinate health, and dental partnerships in the community. (The district will monitor the effectiveness of this action through direct service logs and through student, staff, and parent surveys))

Action #3 The school district will provide professional development tied to social-emotional learning.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

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. Pleasant view recognizes the research and believes it is indicative of students at Pleasant View.

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 areas and the district will. The District will provide professional development related to school safety as well as the addition of crossing guards. Add additional staff to improve the safety of students. (The district will monitor the effectiveness of this action through student, staff, and parent surveys)

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.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

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.(The district will monitor the effectiveness of this action through student, staff, and parent surveys)

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 support 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 2

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

The Goal 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 support 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 support 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 Educational Partners, these Actions were developed with the intent to mitigate or eliminate the challenges and obstacles experienced by UPs by providing the support 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. The district calculated that there is a Carryover requirement in the amount of \$492,891.00 for 21-22. These Carryover funds will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2022-23 LCAP.

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

Thanks to the input from a variety of colleagues, community partners, students, and families we developed a plan to support our students, the vast majority of whom are low-income and English learners. With the additional concentration grant add-on funding, we added two additional certificated teachers to help reduce class size and provide targeted intervention in our grade levels that are most in need of support. We also plan to add and part-time art teacher to expand our Arts program in the classroom.

Goal 1 - Action 1.2 "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 Teachers, and hire additional teachers to reduce class: student to teacher ratios. In addition, students will be given opportunities for field trips and extended learning experiences outside of the school. (This Action includes LCFF Concentration Add-on Grant funds)

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,249,663.00			\$403,000.00	\$2,652,663.00	\$1,626,772.00	\$1,025,891.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Certificated Professional Development (8 Extra Service Days)	English Learners Foster Youth Low Income	\$105,000.00				\$105,000.00
1	1.2	Broad Course of Study/ Early Childhood Staff	English Learners Foster Youth Low Income	\$466,772.00				\$466,772.00
1	1.3	Highly Qualified Teachers	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.4	Curriculum, Technology, Materials, and Supplies	English Learners Foster Youth Low Income	\$10,000.00			\$23,000.00	\$33,000.00
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	English Learners Foster Youth Low Income	\$30,000.00			\$30,000.00	\$60,000.00
2	2.2	Instructional Aides	English Learners Foster Youth Low Income	\$175,000.00			\$200,000.00	\$375,000.00
2	2.3	Programs/Intervention/Student Services Support Coordinator	English Learners Foster Youth Low Income	\$55,000.00			\$55,000.00	\$110,000.00
2	2.4	ELD Coordinator/Academic Coach	English Learners	\$35,000.00			\$35,000.00	\$70,000.00
2	2.5	Professional Development	English Learners Foster Youth	\$40,000.00			\$60,000.00	\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Strategies to Mitigate Learning Loss)	Low Income					
3	3.1	School Psychologist	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
3	3.2	Community Services Director	English Learners Foster Youth Low Income	\$80,000.00				\$80,000.00
3	3.3	Professional Development (Social Emotional Learning and Development)	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.1	Facilities	English Learners Foster Youth Low Income	\$265,000.00				\$265,000.00
4	4.2	Safety	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.3	Tech Support	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
4	4.4	Health/Office Clerk	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
4	4.5	Library Aide	English Learners Foster Youth Low Income	\$85,000.00				\$85,000.00
4	4.6	Parent Engagement and Communication	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
4	4.7	Future Facilities Reserve	English Learners Foster Youth Low Income	\$492,891.00				\$492,891.00

**2022-23 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,049,177.00	\$1,736,772	42.89%	12.56%	55.45%	\$2,249,663.00	0.00%	55.56 %	<b>Total:</b>	\$2,249,663.00
								<b>LEA-wide Total:</b>	\$2,214,663.00
								<b>Limited Total:</b>	\$35,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$105,000.00	
1	1.2	Broad Course of Study/ Early Childhood Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$466,772.00	
1	1.3	Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.2	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
2	2.4	ELD Coordinator/Academic Coach	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,000.00	
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
3	3.1	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
3	3.2	Community Services Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,000.00	
4	4.2	Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.3	Tech Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
4	4.4	Health/Office Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
4	4.5	Library Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	
4	4.6	Parent Engagement and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.7	Future Facilities Reserve	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$492,891.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,840,113.00	\$1,635,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	\$100,000.00	98,000.00
1	1.2	Broad Course of Study/ Early Childhood Staff (Hired additional teachers (This Action includes LCFF Concentration Add-on Grant funds the cost of expenditures is reflective in the budget	Yes	\$305,000.00	235,000.00
1	1.3	Highly Qualified Teachers	Yes	\$25,000.00	19,000.00
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	\$50,000.00	40,000.00
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	\$60,000.00	50,000.00
2	2.2	Instructional Aides	Yes	\$325,000.00	320,000.00
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	\$100,000.00	90,000
2	2.4	ELD Coordinator/Academic Coach	Yes	\$70,000.00	65,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	\$125,113.00	125,000.00
3	3.1	School Psychologist	Yes	\$150,000.00	150,000.00
3	3.2	Community Liaison	Yes	\$20,000.00	20,000.00
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	\$25,000.00	0.00
4	4.1	Facilities	Yes	\$250,000.00	253,000.00
4	4.2	Safety	Yes	\$25,000.00	18,500.00
4	4.3	Tech Support	Yes	\$80,000.00	29,000.00
4	4.4	Health/Office Clerk	Yes	\$55,000.00	55,000.00
4	4.5	Library Aide	Yes	\$60,000.00	60,000.00
4	4.6	Parent Engagement and Communication	Yes	\$15,000.00	7,500.00
4	4.7	Future Facilities Reserve	Yes	\$0.00	0.00

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,728,391.00	\$1,450,113.00	\$1,235,500.00	\$214,613.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Certificated Professional Development (8 Extra Service Days)	Yes	\$100,000.00	98,000.00		
1	1.2	Broad Course of Study/ Early Childhood Staff (Hired additional teachers (This Action includes LCFF Concentration Add-on Grant funds the cost of expenditures is reflective in the budget	Yes	\$305,000.00	215,000.00		
1	1.3	Highly Qualified Teachers	Yes	\$25,000.00	18,500.00		
1	1.4	Curriculum, Technology, Materials, and Supplies	Yes	\$25,000.00	20,000		
2	2.1	Individualized Assessment and Learning Programs and Supplemental Materials and Supplies	Yes	\$30,000.00	28,500.00		
2	2.2	Instructional Aides	Yes	\$175,000.00	175,000.00		
2	2.3	Programs/Intervention/Student Services Support Coordinator	Yes	\$50,000.00	50,000		
2	2.4	ELD Coordinator/Academic Coach	Yes	\$35,000.00	35000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Professional Development (Strategies to Mitigate Learning Loss)	Yes	\$25,113.00	25,000.00		
3	3.1	School Psychologist	Yes	\$150,000.00	150,000.00		
3	3.2	Community Liaison	Yes	\$20,000.00	20,000.00		
3	3.3	Professional Development (Social Emotional Learning and Development)	Yes	\$25,000.00	0.00		
4	4.1	Facilities	Yes	\$250,000.00	253,000.00		
4	4.2	Safety	Yes	\$25,000.00	20,000.00		
4	4.3	Tech Support	Yes	\$80,000.00	0.00		
4	4.4	Health/Office Clerk	Yes	\$55,000.00	55,000.00		
4	4.5	Library Aide	Yes	\$60,000.00	60,000.00		
4	4.6	Parent Engagement and Communication	Yes	\$15,000.00	12,500.00		
4	4.7	Future Facilities Reserve	Yes	0	0		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,925,396.00	\$1,728,391.00	0.00	44.03%	\$1,235,500.00	0.00%	31.47%	\$492,891.00	12.56%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <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> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022