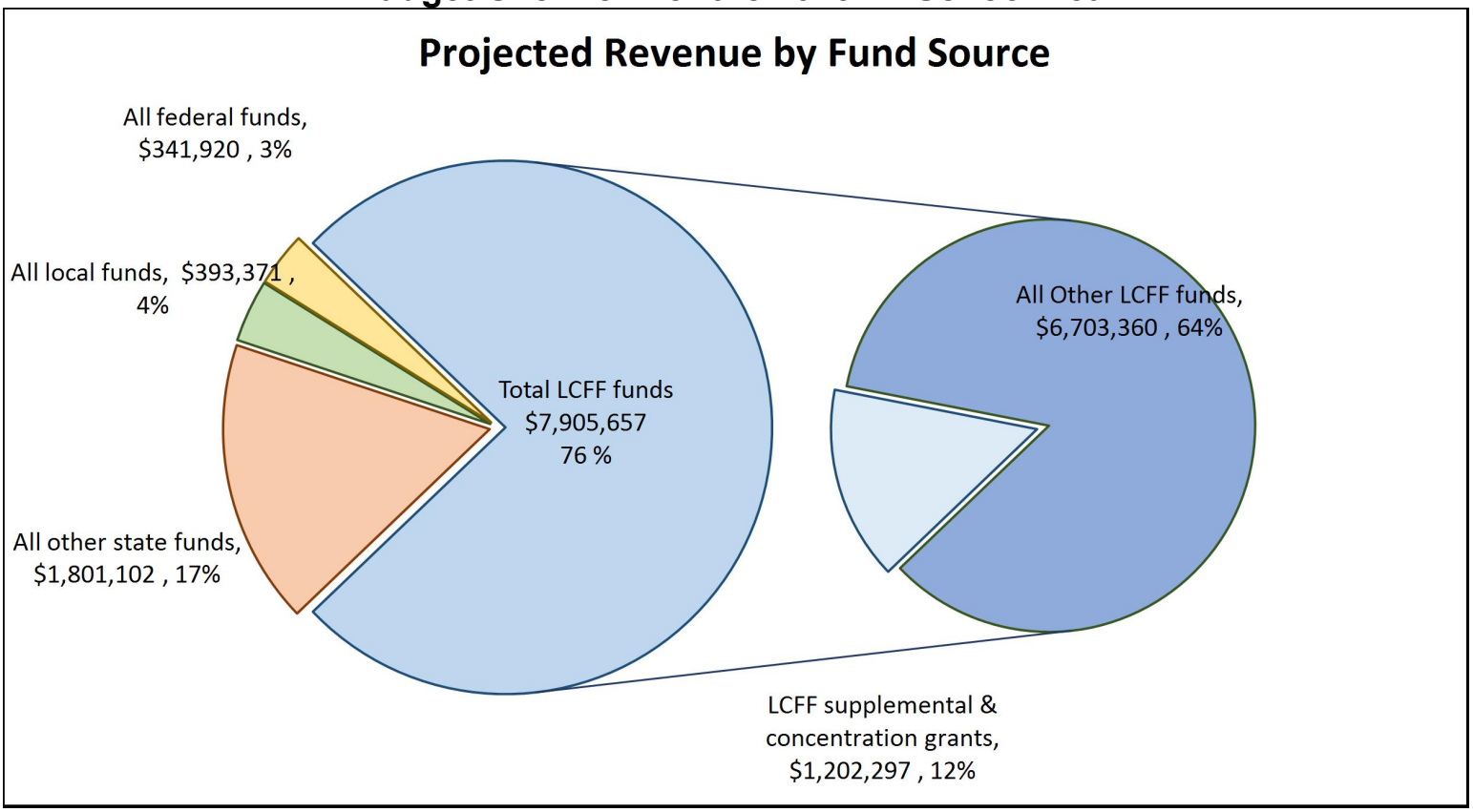
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Valley UESD
CDS Code: 54-72017-6054175
School Year: 2026-27
LEA contact information:
Heather Pilgrim, Ed.S.
Superintendent
h.pilgrim@oakvalleyschool.org
559-688-2908

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

Budget Overview for the 2026-27 School Year

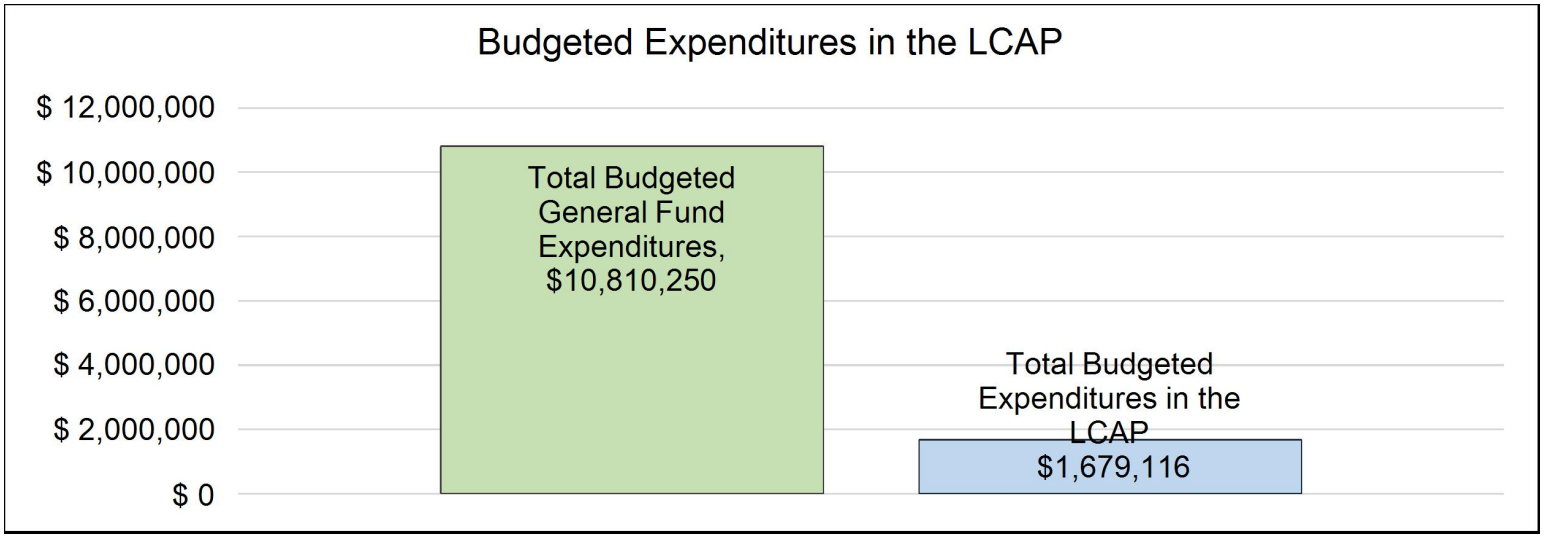


This chart shows the total general purpose revenue Oak Valley UESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Valley UESD is $10,442,050, of which $7,905,657 is Local Control Funding Formula (LCFF), $1,801,102 is other state funds, $393,371 is local funds, and $341,920 is federal funds. Of the $7,905,657 in LCFF Funds, $1,202,297 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oak Valley UESD plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Valley UESD plans to spend $10,810,250 for the 2026-27 school year. Of that amount, $1,679,116 is tied to actions/services in the LCAP and $9,131,134 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

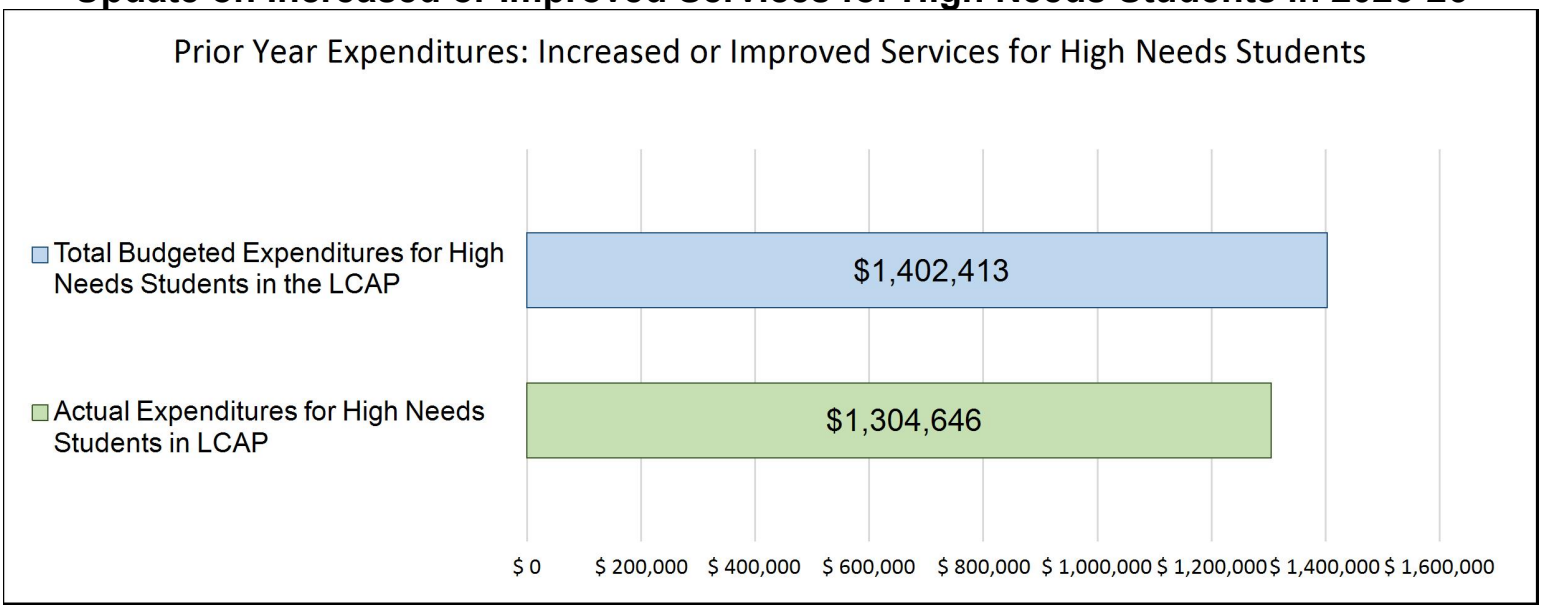
General fund expenditures include salaries and benefits for the general operations of the district, site maintenance, and other ongoing expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oak Valley UESD is projecting it will receive $1,202,297 based on the enrollment of Foster Youth, English learner, and low-income students. Oak Valley UESD must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Valley UESD plans to spend $1,252,268 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Oak Valley UESD's LCAP budgeted $1,402,413 for planned actions to increase or improve services for high needs students. Oak Valley UESD actually spent $1,304,646 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $97,767 had the following impact on Oak Valley UESD’s ability to increase or improve services for high needs students:

Minimal. All actions and services were completed as planned. Some services and purchases cost less than anticipated. Additionally, the approved 2025/26 LCAP planned budgeted expenditures included more planned services than required. The district incurred a small carryover that has been built into the 2026/27 plan to further increase or improve services for students.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Oak Valley Union Elementary School District (OVUES) is a TK-8th grade, single school district that is in rural Tulare County within the San Joaquin Valley of California. It is a school that is rich in local history and is valued as a small, family-like community. Staff and School Board officials have had their families attend this school for generations. Oak Valley UESD was created out of the merger of 4 small single schools, Walnut Grove, Laurel, Enterprise, and Linder to make Oak Valley Union Elementary School District in 1955. The district is now a sought out district to attend with 66% of the students on an inter-district agreement from local surrounding communities. There are a total of approximately 565 students of which 65% are low socio-economically disadvantaged, 19% English Language Learners with an unduplicated count of 63%. The staff prides itself on establishing high values and moral character within its students and there is very little staff turnover. Teachers who are hired at Oak Valley stay at Oak Valley. The certificated union and administration work very well together and have overall established a positive morale by having transparency and open communication. Most recently, OV has developed sustainable CTE pathways in 1) VAPA , theater, dance, art, photography, yearbook, and music, both marching and concert band, 2) Agriculture that is built around our in-school 4H program which includes a middle school FFA program that supports the OV farm that has animals, vegetables and various fruit and nut trees, 3) Business Leadership with a student store run by Middle School leadership students that is open weekly for all students. The Governing Board believes in developing a well-rounded student so that when our students enter high school they are ready to succeed academically as well as quick to find a career pathway that continues to ignite their desire to learn.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2025-2026 school year brought yet again a new Principal. But the district has high hopes of this one staying for a long time. The new Principal is a former teacher and principal of Oak Valley. For the past two years she has been at TCOE as an ELA instructional coach. She applied to come back to Oak Valley when the opening occurred. This new opportunity for Oak Valley has been a breath of fresh air. With the new Principal's background in instructional coaching, combined with her instructional expertise, she has become the educational leader the district has needed. Therefore, this year has brought a deeper focus on systems, curriculum, and instructional practices in order for the Principal to align programs to her vision which supports the overall district goals of student achievement.

Specifically, the Principal has focused on the K-2 literacy program that she aligned with the Science of Reading. She trained her K-2 staff in Structured Literacy and has coached her teachers throughout the year in small group instruction, whole group instruction, intervention strategies, and how to analyze data from FastBridge Reading to ensure every child's levels are being monitored. The district adopted Multitudes universal screener for K-2 which is given in August. FastBridge Reading, a universal screener, is then given in December and May, Kinder only taking it in May. Progress monitoring is conducted in between utilizing the district's adopted HMH curriculum. More specifically utilizing the Structured Literacy components of the curriculum. The district continues to utilize the CAASPP IABs for 3rd-8th grade in ELA and math as the district benchmarks. For the upcoming 2026-2027 school year, the IACs will be introduced for math only.

No student group fell into the lowest performance level, Red, on the 2023 CA Dashboard.

The following depicts the districts annual performance on the 2024-25 CA DASHBOARD: No student group fell into the lowest performance level, Red, on the 24-25 CA Dashboard.

ELA Indicator

Increased 8.2 points, 3.8 points above standard,

Performance Analysis by Student Group:
1. All Students, 53.03% met or exceeded, Dashboard Color: Green, Change Level: Increased. The overall student body saw an increase in performance, signaling growth and positive changes to the instructional program.

2. English Learners (ELs), 11.48% met or exceeded, Dashboard Color: Yellow (lower performance tier), Change Level: Increased Significantly. ELs performed higher than English only students indicating that the instructional program is closing the gap for ELLs.

3. Long-term English Learners (LTELs), 0% met or exceeded, Dashboard Color: none, Change Level: Declined Significantly. This group unfortunately did not grow distinctively separating themselves from English learners.

4. Socioeconomically Disadvantaged Students, 44.25% met or exceeded, Dashboard Color: Orange, Change Level: Maintained.

5. Hispanic Students, 49.64% met or exceeded, Dashboard Color: Green, Change Level: Increased. Hispanic students outperformed White students significantly.

6. White Students, 63.50% met or exceeded, Dashboard color: Green, Change level: declined

7. Students with Disabilities, 11.12% met or exceeded, Dashboard color: none, Change level: Maintained

Comparative Insights
In regards to the ELA CA Dashboard indicator, the highest growth in student group is our English learners. This is the only group showing significant improvement. It is interesting to note that the greatest concern is the Long-term ELLs who declined significantly by 30 points. This indicates that our primary ELD program is making significant gains, yet the districts 4th-8th grade English learners are struggling the most. Hispanic students outperformed white students significantly while white students decreased. We believe the progress of our English Learners is because of ongoing coaching and consultation from an outside agency and believe that progress with continue or even ride due to that person now training our BLAD teacher. The district's BLCAD teacher has worked collaboratively with general education teachers on integrated ELD strategies this year. This is definitely a need based on the LTELs poor performance last year. Our BCLAD teacher will continue to provide coaching around integrated ELD as we believe this to be a necessary piece that is lacking that could help our LTELs perform better, furthermore, she will ensure implementation through integrated ELD walk-throughs and will support teachers who are struggling to implement integrated ELD. We do notice that the gap between student groups is closing because our Hispanic students are only .7 points below standard and white students are 16.8 points above standard. We are seeing a trend where these two numbers are getting closer and closer together showing that our work to close the achievement gap in Literacy is effective. Due to the continued lack of exposure to rigorous and complex text, our white students have decreased in their performance. Our Literacy Coach TOSA will oversee the implementation of novel studies in the 2026-2027 school year to ensure that all of our students are being instructed with complex text and participate in learning activities centered around creating deep meaning and analysis of such texts.

Math Indicator

Increased 13 Points, 30.4 points below standard

Performance Analysis by Student Group:
1. All Students, 37.47% met or exceeded, Dashboard Color: Yellow, Change level: Increased. The overall student body saw an increase in performance, signaling growth and positive changes to the instructional program.

2. English Learners (ELs), 4.92% met or exceeded, Dashboard color: Yellow, Change Level: Increased

3. Long-term English Learners (LTELs), 0% met or exceeded, Dashboard color: No color, Change level: Declined

4. Socioeconomically Disadvantaged, 29.20% met or exceeded, Dashboard color: Yellow, Change level: Increased

5. Hispanic Students, 33.33% met or exceeded, Dashboard color: Yellow, Change level: Increased

6. White Students, 52.38% met or exceeded, Dashboard color: Green, Change level: Increased

7. Students with Disabilities, 11.11% met or exceeded, Dashboard color: None, Change level: Increased

Comparative Insights

Overall performance is increasing with the exception of our LTELs. We attribute this increase to a few factors which include being in year three of a consistent math adoption that teachers are now familiar with and know how to implement, work done with Tony Frontier around vertical alignment, and the beginnings of using a supplemental math program, Next Gen. One of our focuses has been participating in a Small Schools Math Collaborative through TCOE. This professional development opportunity has been encouraging our teachers to increase discourse during math instruction and utilizing Building Thinking Classrooms methodology, which we believe will attribute to even more growth for all students. Our LTELS are still 160.5 points from standard which is significantly further away from standard than our other student groups. We believe this could be due to several things: the math assessment contains a lot of reading and several of our LTEL students are still developing readers, students need to have more opportunities for discourse and collaboration around mathematics and our LTELs maybe feeling pressure during testing to finish at the same rate as their peers. In order to address those issues we plan to do the following: continue to provide foundational reading skills and comprehension strategies to students who are not yet reading at grade level, continue to utilize Building Thinking Classrooms methodologies which includes great amounts of academic discourse, continue to participate in the Small Schools Math Collaborative, and allow students to take their assessments in a setting where they will not feel pressured to keep up with everyone's rate of assessment completion, and provide targeted after school math tutoring.

LOCAL ASSESSMENTS

Oak Valley Union Elementary School District utilizes local benchmark assessments across key academic areas, including reading, writing, mathematics, science, and English Language Arts (ELA), to monitor student progress and inform instruction.

Reading:
The district moved to utilizing a reading assessment that was more aligned with Structured Literacy which is called FastBridge for K-2 students. The district has been utilizing this assessment in grades 3-8th for several years. Now that our assessments are aligned in grades K-8th it will be easier to identify students' gaps in reading skills, which will allow us to intervene earlier than before. This assessment is administered three times annually—in September, December, and May. As of the May 2026 administration, results indicate that 60% of K–2 students are reading at or above grade level. An additional 19% are reading within one year of grade-level expectations, while 21% are performing more than one year below grade level. These results highlight both areas of strength and opportunities for targeted intervention. It is the district's goal for 80% of 2nd grade students to exit 2nd grade on grade level in reading. The district is currently not meeting this goal. While we see the data moving in a positive trend, teachers have credited that towards the skill based focus on instruction using Structured Literacy. At the end of the school year, 73% of our second grade students are moving on to third grade reading on or above grade level. Teachers report being able to name the specific skill each child in their class in working on because of the way Structured Literacy has been implemented in our district. Students in grades K-2 now receive intervention from their classroom teachers who were trained on how to

provide this specific instruction. Our Tier 1 students receive small group instruction focused on their skill needs. Then students in Tier 2 intervention met with their teacher for one-on-one instruction. Students at the Tier 3 level met informally with our Education Specialist. Our intervention data shows that this approach is proving to be successful as we had less students enter the Tier 2 level of intervention this year as compared to last year. We also know this new approach to reading instruction will further support our English Learner's progress on the dashboard because our students are getting the foundations of reading in English which varies greatly from the foundational syllables based reading of Spanish. In addition to our K-2 English Learners getting this instruction, all of our Newcomer students also get this reading instruction in addition to their regular ELD instruction. The district has hired a new Literacy Coach TOSA for the 2026-2027 school year. This TOSA has worked closely over the past year with the principal on implementing and fine turning structured literacy in her classroom and has experienced great success. The literacy coach will be able to dedicate more time to help further coach teachers on science of reading aligned instruction both in regular small groups and intervention. The literacy coach will also work with several new teachers next year to get them up to speed on current training while also coming alongside them to co-teach reading group lessons. In order to help increase student motivation during reading instruction and to help students see how they are progressing over time, we will add a Data Task Force to create progress sheets tailored to each grade level that are skill based. This will allow students to see what skills they have mastered and also to see what skills are coming in future lessons of reading instruction.

Writing:
Writing benchmarks are administered district-wide three times per year—in October, December and June. Students take an assessment on one of the three genres each testing period- narrative, informative, and argument/opinion. As students move through the grade levels, our goal is for them to become more proficient in each genre of writing as they continue in their education. As a district 42% of our 3-8th graders scored at or above on their narrative writing benchmark, 50% of our 3-8th graders scored at or above on their informative writing benchmark, and 50% of our 3-8th graders scored at or above on their opinion/argument writing benchmark. 8th grade students' narrative writing scores reflect that 47% scored at or above standard on this writing genre which was our best performing grade level for this genre. 8th grade students also our performed all other grade levels in their informative writing benchmark with 65% of them scoring at or above standard. 6th grade students were our highest ranking grade level for opinion/argument writing with 65% of students scoring at or above grade level. These three highest ranking grade levels for each genre out perform the overall average by 8% for narrative writing, 15% for informative writing, and 15% for opinion/ argument. Writing is an area where we can continue to grow and develop. In the 2026-2027, we will include a supplemental writing program (Write Brain) which will further support our teachers with writing instruction while also appealing to our English Learners and Hispanic students as these materials have a great amount of visual supports and culturally relevant writing prompts. Write Brain will also support growth in our weakest writing genre area which is narrative writing. Write brain will help foster the creativity, detail, and imagination that is required to write a good narrative.

Mathematics:
Mathematics benchmarks are administered to students in grades 3–8 in December to align with preparation for the state SBAC assessment in the spring. For grades 1 and 2, an additional math benchmark is administered in April. District benchmark data for the 2025-2026 school year closely aligns with SBAC performance trends where we have large percentage of students still scoring at below standards. Our data revealed that 67% of our third grade students are scoring below standard on Measurement and Data questions, 34% of our fourth graders are below standards on Number and Operations in Base Ten, 32% of our fifth graders are below standards also in Number and Operations in Base Ten, 68% of our sixth graders are below standards in The Number System, and 61% of seventh graders and 49% of 8th graders were below standard in Equations and Expressions. This shows that math is an area that still needs more support. Teachers this year participated in a Small Schools Math Collaborative which focused on incorporating elements of Building Thinking Classrooms (BTC) and the

Mathematic Practice Standards to make math a more interactive process of learning for students. Our sixth grade math teacher implemented BTC immediately and has seen growth in IAB and ICA data where in the fall 68% of students were below standard compared to the winter data with only 37% of students below standard. Her classroom has been utilized as a learning classroom where other teachers can come observe these lessons in action with actual students. Teachers have reported this experience to be highly beneficial in their learning to implement these methods of instruction. With the suggestion from our Grade Level Lead Team the district will also move toward utilizing the IACs next year three times a year. The hope is that showing students their growth over the year will help motivate students and help them take ownership of their learning. Since we notice that math is an area still in need of support, we will continue another year with participation in the Small Schools Math Collaborative through TCOE. We will also re-train teachers on our supplemental math program, NextGen Math, that has been under-utilized in order to expose students to more rigorous math problems that are aligned to those students will encounter on the SBAC. In order to help increase student motivation during math instruction and to help students see how they are progressing over time, we will add a Data Task Force to create progress sheets tailored to each grade level that are standards based. This will allow students to see what standards they have mastered and also to see what skills are coming in future lessons for math. Students will also be able to track their progress on the Math ICAs over the course of the school year utilizing these progress sheets.

Science:
In response to the addition of a science academic indicator on the California School Dashboard beginning in the 2024–2025 school year where we grew 2.1 points and stood overall at 56.4 science points, the district had good intentions of implementing the CAASPP science IABs as the district benchmark for 5th and 8th grade students, but unfortunately teachers did not follow through due to confusion as the new Principal took on the assessment calendar and there were assumptions made. These assessments will be administered three times annually—fall, winter, and spring beginning the 2026-27 school year. The district added to this LCAP an action to buy out the prep of our middle school science teacher. He co-taught with 3rd, 4th- and 5th grade teachers in order to bring a heightened focus on science instruction. This teacher left the district mid-year. Science has been an area where we need to continue to build. Beginning in the 2026-2027, the seventh and eighth grade science will be taught by two different teachers as a way to help them specialize in the subject matter, so that the science instruction they are providing to students is more in depth. The sixth grade team has also aligned science themes to ELA instruction for the 2026-2027 school year as a way to better support science content. The district goal is for students to engage in science standards more often to support our performance on the CAST. In the 2026-2027 school year, we will implement the CAST IABs for all students in grades 3-8 to help better prepare them for the rigor they face on the actual CAASPP CAST.

English Language Arts (ELA):
ELA benchmarks are administered three times per year—fall, winter, and spring. Districtwide data took a look at two IABs that all students took- Reading Literature and Reading Information. For Reading Literature- 3rd grade had 52% of students scoring below standards, 4th grade had 26% scoring below standards, 5th grade had 22% students scoring below standards, 6th grade had 18% of students scoring below standards, 7th grade had 36% of students scoring below standards, and 8th grade had 17% of students scoring below standards. For Reading Information- 3rd grade had 31% of students scoring below standards, 4th grade had 18% of students scorning below standards, 5th grade took this one as a class-so no relevant data is available for this grade level, 6th grade had 31% of students scoring below standards, 7th grade had 26% of students scoring below standards, and 8th grade had 13% of students scoring below standards. As we analyzed data we found an interesting trend that students seem to struggle more with the Reading Literature Texts as opposed to the Reading Informational Text IAB. This supports the districts' goal to increase the amount of novel studies that are done across the district. This will allow students to experience more complex text over a period of time which will allow them to deepen their understanding of literary works. There was a 33% increase district wide in students scoring above standard from fall to winter, which reflects an overall positive trend in student performance.

The district will purchase supplemental writing curriculum from Write Brain to help strengthen students' ability to think deeply and abstractly as required when participating in literary analysis in the Reading Literary Texts in the IABs/ SBAC.

INTERVENTION

The Learning Center housed two RSP teachers and 2 RSP aides this school year. As students in grades 3-8 were screened at the beginning of the year using FastBridge, intervention groups were formed. Students take the FastBridge three times a year- September, December, and May. Students flagged for intervention were served by those in the learning center. During their time in the Learning Center, students were given skill based reading instruction based on a structured literacy approach. As students showed proficiency on a skill using progress monitoring they progressed onto the next skill in the progression of reading. Students in grades K-2 received Tier 1 and Tier 2 intervention from their classroom teacher with Tier 3 students being served by our RSP team informally. Students in grades 3-5 received Tier 1-3 interventions by our RSP team as well. While this model experienced some success, it came clear that students would be better served by someone who had deep knowledge of student reading development, therefore the district is removing one RSP teacher and moving forward for 26-27 school year, the Literacy Coach TOSA will serve students in Tier 1 and 2 intervention two days a week with classroom teachers serving students the other 2-3 days per week. The TOSA will co-teach and co-plan with the 3-5 classroom teachers until they reach the point of being fully trained and confident in their instruction of intervention students. The district will be purchasing more decodable texts for the TOSA and classroom teachers to use for this instruction as that has been a need identified by staff Reading Data talks this year conducted by the principal.

Kinder thru 2nd grade students take the Multitudes Reading Difficulty Screener once per year and then Fastrbidge 1-2 times per year as a way to identify students who need intervention. Teachers and instructional aides conduct progress monitoring every other week or sooner based on student progress for those who do not have grade level proficiency. In December, we saw a 47% decrease in the amount of second graders needing Tier 1 intervention from 22% needing intervention (fall data) to 14% needing intervention (winter data). Spring data revealed that only 11% of students are in need of Tier 1 intervention.

The SST process was re-developed this year to ensure consistency in the way students' needs were addressed. A SST process was introduced to teachers with a clear pathway of steps to follow for students of concern. Part of this process was built in order to ensure that proper interventions were implemented and data was being kept before a student was referred to our special education team for assessment. This really streamlined things and empowered teachers as they understood their own role in this process and of providing Tier 1 support to students. This process also helped us as a district define what Tier 2 intervention looks like and when it is appropriate. This helped staff gain a better understanding of moving through the MTSS in a systematic and data informed way. SSTs were held for students who went through this process and still were not making adequate progress. During the SST process there were seven students that were referred for special education assessment or Tier 3 intervention prior to special education assessment. Of those five, 71% qualified for an IEP and two are still pending assessment. This process helps our team make informed decisions that reflect best practices and with the students' best interests in mind. All interventions were documented in a Google Sheet where the principal monitored implementation. Next year, our TOSA Literacy Coach will be part of the SST process.

There are 342 3rd-8th grade students that took the Fastbridge reading diagnostic in the fall and 47% of students were identified at some or high risk and the winter results revealed the same. There was, however, great movement in the amount of students who moved out of the high risk category with 27% identified in the fall compared to 18% in the winter. This shows that overall our intervention program is producing

positive results. The students in grades 3-8 who were identified as high risk in reading went to the Learning Center for interventions or received interventions in their homerooms by participated in Air Reading, a supplemental intervention reading program. Overall, we have had thirteen 3-5th grade students exit from intervention and nine 6-8th grade students exit from intervention this year. As of spring, we only have 15% of students who need Tier 2 intervention and 1% who qualify for Tier 3. This is showing that our intervention program is being able to catch more students up at the Tier 1 level thus not seeing an increase in Tier 2 students. This also shows that our Tier 2 interventions are working by seeing a decrease of Tier 3 interventions.

WALK THRU DATA

LCAP Walkthrough Data Synopsis
Our year-long classroom walkthroughs across grades TK–8 have revealed several strengths and opportunities for growth aligned to our district's LCAP goals focused on student achievement, engagement, and school climate.
The culmination of walk thru data collected by the principal shows common themes across classrooms which include a strong culture of positive relationships and this was observed in nearly every classroom. In summary, teachers and aides have clearly established a supportive learning environment. There was evidence of strong early literacy instruction that was developmentally appropriate, purposeful and well designed. Teachers and aides in grades K-2 were frequently engaged in targeted small group instruction. Overall teachers made consistent use of adopted curricula where academic vocabulary was embedded across the subject matter. Learning experiences harnessed the power of UDL which allowed for student choice and high student engagement. Technology was utilized as an enhancement to student learning.

Grade-Level Highlights include:
TK & K: Focus on foundational skills through center-based learning, gross motor activities, and literacy exposure via multisensory strategies such as tracing and singing. There is intentional small group instruction with teacher and aide support.
Grades 1–2: Transitioning into structured academic centers following whole group instruction. Targeted literacy instruction in the form of small groups after whole group lessons with lessons given by both the teacher and instructional aide.
Grades 3–4: Engaged in novel studies, creative projects like dioramas, and use of partner discussions. Technology continues to support instruction, and peer collaboration is increasingly visible.
Grades 5–6: Emphasis on interactive note-taking and academic projects, particularly in history and ELA. Students are working with complex texts and engaging in writing tasks with opportunities for peer feedback.
Grades 7–8: Departmentalized instruction reflects a balance between whole group and independent/group practice. Strong use of curricular programs in math (Reveal, NextGen) and science (STEMscopes), with varied instructional strategies including labs, graphic organizers, and collaborative work.

Opportunities for Growth
Increased opportunities for student discourse and oral language development at all levels. This was rarely seen. Building in these opportunities with intentionality and structure during lesson planning will help this area develop. While teachers have their two planning days next year with their PLC team this can be one of their areas of focus.

Lesson pacing and developmentally appropriate timing is an area that can use improvement campus wide. When lesson planning teachers will be encouraged to include movement breaks and take cues from students on attention spans at the various grade levels. The principal will create time for coaching by inviting those that struggle in this area to visit other classrooms that are excelling in this area. During planning days for teachers next year, teachers will be asked to reflect on their lessons length and developmental appropriateness. The work that we will be doing around novel studies will help with this process in our ELA Block by building out student learning in a way that is grade level specific and timed in a way that makes sense for their respective grade levels. Teachers will be re-trained in Next Gen Math at the beginning of the school which will help with this area for math.

Critical Thinking and Problem Solving: Some questions posed to students focus on recall rather than higher-order thinking. There is an opportunity to incorporate more inquiry-based learning, problem-solving tasks, and project-based learning across all content areas. Teachers have been trained in this area this year and will receive additional resources to help them continue to grow in this area through articles and sample lesson structures that they can use during their planning time to align instruction to be more rigorous. During the 26-27 school year, focus walk thrus in this area will take place.

COUNSELING/MENTAL HEALTH

Summary of Student Support Services and Specialized Interventions from the School Psychologist:

Coaching/PD:
At various points throughout the school (that occurred at least monthly), RSP teachers collaborated with general education teachers to provide support on classroom academic strategies including implementation of accommodations and modifications, and behavior supports. Strategies and supports that were discussed were implemented by the RSP teacher pushing into the classroom and giving the gen ed teacher an opportunity to observe (modeling), classroom observations to support implementation, and data collection systems. In addition to scheduled collaboration times, RSP and general education teachers met as concerns arose. Classified Staff participated in comprehensive training sessions focused on behavioral supports, evidence based practices, and de-escalation strategies. These trainings aimed to build capacity across general and special education settings to support diverse learners effectively and empower staff.

Tier 2/Tier 3 Interventions
Students across all grade levels received Tier 2 behavioral and social-emotional support. Interventions included check-in/check-out systems, classroom observations focusing on on-task behavior, behavior intervention plans, skill building sessions, and the development of individualized recommendations for support. Additionally, general education students received school-based counseling services. These services ranged from short-term interventions (2–3 sessions) to ongoing weekly counseling, based on individual needs. The psychological services team also provided expertise in conducting threat and risk assessments as needed to approximately 6 students throughout the school year. Tier 3 supports were coordinated as needed, including referrals to outside agencies for additional mental health support.

504 Evaluations and Risk Assessments
Six Section 504 evaluations were conducted using multi-method data collection, including observations across multiple settings, time sampling, and frequency/duration analysis. Comprehensive records reviews supported these evaluations. The psychological services team also provided expertise in conducting threat and risk assessments as needed.

Collaborative and Schoolwide Initiatives
The school psychologist played a key role in multiple collaborative efforts and student wellness initiatives. These included participation in the Coordination of Services Team (COST), Positive Behavioral Interventions and Supports (PBIS) planning and implementation, staff trainings, lunch-time engagement activities, and the use of restorative practices to resolve student conflicts. Ongoing collaboration occurred among teachers, aides, the school counselor, parent outreach coordinator support, and social workers to promote a coordinated approach to student support.

Under the parent outreach coordinator, we have implemented a parent outreach program which has had 60 participants. Workshops were focused on child development and academic success. The parent outreach coordinator also organized, GED classes, a care closet has been implemented, and clothing donations. Festive cultural events, including an Angel Tree and a Posada, took place and included staff, students, and families. The parent outreach coordinator coordinated a resource fair with vendors to provide families access to information associated with health and education.

Special Education Services
A total of 19 special education psychoeducational assessments were completed during the school year, with 16 of those students qualifying and/or continuing to qualify for services. 2 students demonstrated progress to exit special education, and 1 student did not qualify for services based on an initial assessment. Two students received direct psychological services as part of their Individualized Education Programs (IEPs). These students have demonstrated growth towards their goals focusing on self advocacy and self esteem. Two students continued to receive consultative psychological services, addressing needs such as toileting support, aggression, elopement, coping skills, and task completion. One student received behavioral intervention services through an active Behavior Intervention Plan (BIP). Ongoing consultative support was also provided to ensure compliance with special education laws, policies, and procedural guidelines.

Needs for 2026–2027
To address the socio-emotional and academic intervention needs of students in the 2026–2027 school year, the district will implement a series of targeted practices. These include an adjustment to student support by adding an additional RSP aide and eliminating the additional RSP teacher. The additional RSP aide, under the supervision of the RSP teacher, will support meeting the minutes of IEP students. The adjustment in staffing of the Literacy TOSA position will support Tier 2 interventions that were previously addressed by the 2 RSP teachers. Mental health supports will continue to be supported as the school psychologist continues to facilitate student groups and promote pro-social emotional well being during social times. Whole-class mental health interventions, such as mindfulness activities and emotional check-ins, will continue to be integrated into classrooms based on positive feedback from staff and students. RSP staff will work directly within general education classrooms to model accommodations and modifications for students with IEPs. Additionally, the district will implement the Multitudes and Fastbridge reading screeners to improve early identification of reading difficulties. Collectively, these strategies reflect the district’s commitment to whole-child development, proactive intervention, and inclusive education.

SOCIAL EMOTIONAL LEARNING

SUCCESSES
The counselor was able to support our students’ social, emotional and academic well being despite being out on a maternity leave from September through February. With the help of a sub counselor from Tulare Office of Education, the social emotional needs of students were

still able to be met daily. When the counselor came back from maternity leave in February, she had two counseling interns that were learning and helping assist with student needs. The counseling department has an open door policy for students needing immediate assistance as well as running coordinated small groups with 3rd-8th grade students. This year, the counselor and counseling interns were able to run multiple groups that included a focus on emotional regulation, friendships and self-esteem. The SAEBRS (Social, Academic and Emotional Behavior Screener) gave the counselor the data on which students would benefit from this small group along with teacher recommendation. Some groups were also formed based on the principal recommendation after some behaviors were heightened, specifically in 4th grade. The district was able to keep the 15 minute daily SunRISE designated time in the schedule this year, where each classroom is engaged in socio-emotional discussions with their teacher and peers. SunRISE time allowed students to peer collaborate and build trusting relationships with not only their peers, but their teachers as well. We were able to continue with Why Try, a TCOE program that focuses on perseverance. This was the 4th year with the 4th and 5th classrooms engaged with the perseverance curriculum. We have partnered again with TCOE with the Why Try grant for at least the next two years. Both the teachers and 4th and 5th grade students have

The district continues to implement the universal screener called SAEBRS. This survey is given to students and their teacher 2 times per year. The SAEBRS survey was able to give us more intimate information from the students about their specific mental health needs by viewing the results from two different perspectives, the student and the teacher. The results help guide the district in choosing small group topics. The survey data indicates which students are at a high, medium, or low risk. This assists in how to properly place them in the small groups or 1:1 counseling.

The counseling department continued to work very closely with the district psychologist and the district has been able to retain the district psychologist for an additional day paid for by the LCAP, bringing her time at Oak Valley to 2 ½ days a week. The district was also able to keep one social worker on campus 2 times a week this year as well, which helped with meeting students' needs especially when the counselor was out on maternity leave. Through the help of our COST team (Collaboration of Services Team), the three of us were all able to work together alongside our principal, special education teacher, and community outreach coordinator to discuss and meet the needs of all those students in need. We were also able to continue to run a successful PBIS program as reflected in 98% of our students having 0 major referrals to the office and 89% of the students having 0 minor referrals. This is reflective of the tier 1 support given to all students which includes an open door policy for counselors, universal screeners, Say Something reporting mechanisms, various surveys, and the distribution of RISE (PBIS acronym) tickets for positive behavior that can be redeemed at the student store. The counseling department works with the tier 2 students who have mental health needs, which is approximately 10% of the students. They may need additional support through small groups sessions and 1:1 conversations. The School Psychologist works with the tier 3 students who need additional, more frequent, strategic support and that makes up 1% of our student population. There is also an additional 3% of students who attend mental health services outside of the district.

This year, we did continue with reporting minor and major offenses by utilizing Aeries. Behaviors are still monitored through minor and major offenses, based on our PBIS matrix. Minor infractions are monitored by the teacher in tier 1 and are further supported by the counselor in tier 2. With putting more emphasis on the tier 1 whole school efforts, we saw a significant decrease in office referrals this year. According to Aeries, we had 49 out of 559 students that had to go up to the office for a behavioral incident this school year. The Student Store looked a little different this year, but all students had access to "purchase" items with their RISE tickets whether that be at the student store on game days, ice cream on Wednesdays, or in their Treasure Boxes made by out Leadership class.

When the counselor was back from maternity leave, the counseling department continued to make a priority of meeting with those students who were struggling academically and were below a 2.0 GPA. Also, made the priority of meeting with students who were below a 95% attendance rate in 8th grade and working with them to prioritize coming to school along with attending Saturday Attendance Recovery days once a month.

The district has an agreement with Say Something, an anti-bullying, anonymous reporting system. Each year all 6th through 8th grade students are trained on how to use the system. Students are able to anonymously report high risk behaviors that could lead to safety concerns or share information that could lead to protecting others. This is especially helpful for students who don't feel comfortable talking about the situation in person. The Say Something system continued to be used appropriately and effectively, we had 15 total responses this year. Other critical safety protocols that have continued to be in place include: the School Resource Officer provided by Tulare County Sheriff's department, additional cameras, one point of entry, and a partnership with ACTVNET (emergency response system).

This year we saw a significant decrease in the racial comments we were seeing last year. The lessons that the social worker in and did with the classrooms really resonated with the students. Our new BLCAD teacher was able to work with our parent outreach coordinator and celebrated different cultures throughout the school year. One big event that was a huge success was "A Posada" during the month of December that allowed multiple families to come together and celebrate Christmas together and learn new traditions that they may not have been part of before.

NEEDS
This year, we have seen a bigger increase in recess behaviors happening across multiple grade levels. With the help of our parent outreach coordinator, the school has purchased many new activities for the recess area. We also came up with some "Oak Valley Game Rules" to keep things uniform, especially when it comes to games like 4 Square. We are still seeing more behaviors and students not getting along, or taking games too competitively, so we are all working together to come up with a game plan to encourage kids to slow down, enjoy and have a good time out at recess. The counselor plans to go over these rules at the beginning of the school year again, work together with instructional aides to make sure everyone is on the same page when it comes to the rules and encourage students to have fun.

Although our new BCLAD teacher worked with our parent outreach coordinator in planning to celebrate different cultures each month with lessons, lunch time activities, and/or presentations. The district is also still wanting to plan a multicultural event for families and community members to come together in unity a couple times per year..

With Senate Bill 224 going into effect, that requires all students in California receive age-appropriate mental health education, we continued with the pilot of the new SEL curriculum called Mindflics with 6th-8th grade. Mindflics is a brand new curriculum and while we need to see some successes with the program, there needs to be some more growth. We are going to be looking into a new direction for the next school year with some new programs and restructure what each grade level is doing during their SEL time daily. One direction is using a program called Write Brain which is a supplemental writing program that embeds SEL.

ELD PROGRAM

Oak Valley Union Elementary School's English Language Development (ELD) program was developed to address the academic and language needs of English Learners across all grade levels while ensuring students have equitable access to rigorous grade-level instruction aligned to the California ELD Standards and California content standards. The need for additional support was identified through California Dashboard data, which showed the English Learner subgroup performing at the Very Low (Red) performance level, with only 42.5% of students making progress toward English language proficiency, reflecting a 10.1% decline from the previous year. In response to this data, the school implemented a more comprehensive ELD support system through the addition of a BCLAD teacher and the continued support of two bilingual instructional aides. The BCLAD teacher provides ELD services and support to English Learners in grades 1–6 and works collaboratively with classroom teachers to strengthen language development across grade levels. The bilingual aides provide push-in classroom support for English Learners, including newcomer students and students with special needs, by assisting with scaffolds, language clarification, small-group instruction, and increased access to both ELD and core academic instruction. Newcomer students receive additional support through primary language assistance when appropriate, visual supports, structured peer support, targeted vocabulary instruction, and increased opportunities for oral language development to help students acclimate academically and socially while building foundational English skills.

The ELD program focuses on strengthening both designated and integrated ELD instruction. During designated ELD, students receive protected instructional time focused on academic vocabulary, oral language development, reading, and writing aligned to their proficiency levels. Lessons are intentionally designed to mimic Summative ELPAC task types so students become familiar with the language demands of the assessment while strengthening overall language proficiency. Students regularly participate in activities such as retelling narratives, describing pictures, supporting opinions, collaborative conversations, listening tasks, and text-dependent reading and writing activities aligned to the listening, speaking, reading, and writing domains of the ELPAC. Integrated ELD occurs throughout the instructional day within core content areas and emphasizes language objectives, structured student discussion, academic vocabulary, visual supports, and scaffolds that promote meaningful language use during instruction.

The BCLAD teacher also provides collaborative and non-evaluative coaching support to classroom teachers through modeling strategies, supporting lesson planning, assisting with scaffolds and language objectives, and helping strengthen ELD practices schoolwide. In addition, the ELD teacher and support team coordinate and administer the Initial, Summative, and Alternate ELPAC assessments and ensure that students with IEPs receive appropriate designated supports, accommodations, and modifications in accordance with their individualized education plans and state testing guidelines. Student data is regularly analyzed through review of Summative and Initial ELPAC data, benchmark assessments, classroom performance, reclassification progress, and Long-Term English Learner indicators to identify student needs, monitor language growth, guide interventions, and support continuous improvement of the ELD program.

ELECTIVES

Every student TK thru 8th grade continues to receive VAPA and Ag instruction through our in-school 4H programs. The elective teachers, or what the district calls "specials", provide classroom teachers with their prep time. Students receive art, theater, music, dance, ag, and PE. The goal is for students to become exposed to a variety of electives so that when they get into middle school and high school they can begin to gain advanced skills that will help guide them into college and career pathways. The middle school ag program offers FFA and they participate in a variety of competitions local, regionally, and at the state level. This year 15 students attended California State FFA Convention in Sacramento. There are very few middle school FFA programs in the state of California so our students had an exceptional experience, one that is unique and inspiring. The 4H program (1st-8th grade) is expanding as well with an increase to 54 students

participating in the county fair to show an animal, nearly doubling since the program's inception 4 years ago. VAPA also continues to be successful at Oak Valley with the majority of students actively participating in marching band, concert band, a yearly theater production, dance, video production, art, photography, and graphic arts. Students also have the opportunity to run the student store which is open once a week before school, and create the district's very own yearbook. We will be working to adopt a new visual arts curriculum to help support some areas of need in the visual arts program to help create a more vertically aligned art program that offers projects with various mediums of expression.

LEARNING RECOVERY EMERGENCY BLOCK GRANT
Oak Valley UESD has unexpended LREBG funds for the 2026-27 school year.

LREBG funds can be found in Action 1.14: Write Brain Curriculum

The needs assessment conducted substantiated that long term English learners (LTELS) are the most underperforming student group at Oak Valley. A review of state and local data revealed that LTELs declined significantly, 30 points, in ELA and 13.9 points in math on the 24-25 CA Dashboard. Subsequently, LTELs had a 12.9% increase in Chronic Absenteeism for a total rate of 18.8%. Goal 1, Metric 1.13 was developed specifically for LTELs with the goal of increasing the ELPAC written language score by 2% each year. Instead of increasing, LTELs decreased from the baseline by 1.44%. Based on these findings Action 1.14 was developed and will address the writing needs specific to this student group. This action aligns to allowable use of funds in the areas of B-ii: Learning recovery programs and materials designed to accelerate pupil academic proficiency in English language proficiency, or both and C: integrating evidenced based pupil supports to address other other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Research indicates that Write Brain supports foundational writing skills and empowers student to communicate original ideas, stories, and arguments. It is proven to engage ELs in meaningful academic discourse and writing. Write Brain is designed to elevate writing proficiency, deepen language acquisition, and build expressive confidence in Multilingual Learners and is ELA-ELD standards-aligned. Write Brain supports the instructional shifts outlined in the California ELA/ELD Framework and are appropriate for use with English Learners, multilingual learners, and other student populations.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Governing Board	The Governing Board and the Superintendent engage in a board priority session every three years to identify the board's priority areas. Then each year thereafter, there is a review of the priorities to get feedback on it's status. This also gives continued direction to the Superintendent on what overarching district goals should be focused on in the strategic plan. On April 28, the Superintendent engaged the Governing Board in a Strategic Pulse Check activity that helped the board decipher if the current board priorities were still applicable based on current performance data. The outcome showed that the broad board priorities could be narrowed just a little. See below: 1. Sharpened focus on equity and specific student groups (EL and SED) following significant district-wide growth. 2. Pivoted focus from hardware access to the responsible and advanced use of technology (AI and safety). 3. Refined focus to include intentional cultural sensitivity and diversity celebrations as requested by educational partners. 4. Formalized commitment to avoiding deficit spending and ensuring the efficiency of new, high-cost support roles.
Parents	COFFEE WITH THE PRINCIPAL The district provides a monthly, first Friday of the month, opportunity to meet with administration and staff in a casual manner over a cup of

Educational Partner(s)	Process for Engagement
	complimentary coffee from a local coffee truck. The dates this year were: October 10, November 7, December 12, April 10, and May 1. The district purposely plans this congregation prior to our monthly RISE (PBIS) awards in order to reach more parents. This year the Principal selected one question to ask while engaged with the parents over coffee. SSC The Principal meets with the School Site Council 3 times per year: October 15, 2025, January 21, 2026, April 29, 2026. The council is made up of elected parents and they review various local initiatives, LCAP budget, and the Comprehensive School Safety Plan. ELAC/DELAC The BCLAD teacher lead the ELAC meetings this year and decided to separate the meeting from SSC like we have done in the past. There was an increase in participation due to the parents being more connected to the teacher. They met three times this year: The Superintendent also engaged a small group of ELD parents in a focus group in order to get feedback on their experience with the ELD program on April 8, 2026. SURVEYS Various surveys are given throughout the year at Parent Conferences (October), Back to School night (August), and at Open House (April). PTO Oak Valley has a very active PTO and they meet the first Tuesday of every month. The Superintendent and the PTO President then meet the next day after the meeting, to discuss the minutes from each of the monthly meetings. SPED Parents The Superintendent also engaged a small group of SPED parents in a focus group in order to get feedback on their experience with the SPED department on April 22, 2026.
Administrators, Principals, teachers, other school personnel	TEACHERS

Educational Partner(s)	Process for Engagement
	One teacher per grade level are represented on the Grade Level Lead team that met on November 4, 2025, December 10, 2025, February 18, 2026, March 3, 2026, April 7, 2026, and May 5, 2026. The new principal engaged this group in discussions that focused on instructional shifts needed, assessment alignment and data review, along with discussing any current concerns or ideas for improvement. In early spring, the team reviews the goals of the LCAP and how they align with instructional practices and student performance. All teachers were given a reflection sheet in the spring where they answer questions by grade level on what is going well and what needs attention. The survey also included specific questions on school safety and connectedness. CTA LABOR MANAGEMENT MEETINGS: The Superintendent and department leads meet with the Union President throughout the year. This year we met September 29, 2025, December 17, 2025, March 16, 2026, and May 18, 2026. Talks centered around teacher immediate needs and or future planning/goal setting. CABINET: Every month the administration, districts directors and department leads meet. As the year progresses there are times when things need immediate attention and then there are things that are planned for the next year. The department heads give updates to the Superintendent and conversely the Superintendent gives directives on what information should be collected from each department. Current needs include new teacher laptops as the ones previously purchased were at the start of the pandemic. PARAPROFESSIONAL FOCUS GROUP Administration meets monthly with all Instructional Aides to review safety protocols, new procedures, and listen to concerns, suggestions, or answer clarifying questions.
Community Members	COMMUNITY RESOURCE FAIR The Community Outreach Coordinator asked approximately 12 community agencies to come to Open House and provide our families with information and educational resources.

Educational Partner(s)	Process for Engagement
	FAMILY RESOURCE CENTER The Community Outreach Coordinator is stationed in the Family Resource Center which is made up of educational materials and is a place for parent meetings such as SSC/ELAC, GED classes, and Parenting Partner classes. The center is also a place the coordinator can meet with families to discuss their needs or concerns. He finds the resources to help and identifies where Oak Valley can increase assistance. The Coordinator gives monthly updates to the Superintendent.
Students	SUPERINTENDENT STUDENT COUNCIL: This student council meets with the Superintendent every month. One student is elected from each 3rd-8th grade classroom to sit on the council. This is a time for the Superintendent to check in with students, solicit feedback on programs, and gather ideas for improvement.
SELPA	SUPERINTENDENT GOVERNANCE MEETINGS: Quarterly meetings that the Superintendent attends that discuss policy development and actions that support special needs students throughout Tulare County. DOSE MEETINGS: Monthly meetings that the Superintendent attends as the Director of Special Ed at OV.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

It is the intention of the Oak Valley UESD administration to engage with all educational partners throughout the year as it helps give perspective. Throughout the year, district and site leaders collect various qualitative and quantitative data through a variety of means: surveys, meetings, focus groups, and one on one conversations in order to allow educational partners the opportunity to engage in the LCAP development process as per the statutory requirement. Their information is captured and recorded via notes or minutes in ordered to build a better understanding of needs and wants of the Educational Partners that contribute towards the district's decision making process. Then a complete draft of the LCAP is presented to School Site Council (PAC) and ELAC in April for further feedback and input. If there are further ideas or suggestions, which there were none for this year, the Superintendent responds in writing to those comments/suggestions.

The following is how educational partners influenced this LCAP:

Governing Board:
The Strategic Pulse Check solidified the importance of narrowing our district focus in order to make additional gains in specific student groups like ELLs and SED students. As a Superintendent, this reassures which direction to go in when making program decisions. It also

affirms the need for a Literacy Coach TOSA to ensure our neediest students are being recognized by instructional practices that will support their success, which is added as an action this year. It also affirms the continued need for a BCLAD teacher.

Parents:
This year the Superintendent conducted two parent focus groups for SPED and ELD parents. It was a great opportunity to gain insight from their perspective. The SPED parents are very happy with the program and feel extremely supported. They did give feedback on ways to increase the socio-emotional learning for our students in order to reduce stigma and foster an inclusive school culture. This is helpful information for the LCAP supported School Counselor, Community Outreach Coordinator, and validates the purchase of WriteBrain supplemental writing curriculum that embeds SEL. The ELD parents indicated that they do not have a clear understanding of the purpose of the ELD program and what the target services include. This is also great information for the BCLAD teacher and she can now create a better onboarding system for our new parents.

The general parent survey that was administered had a tremendous amount of feedback that focused on the need to improve our communication efforts on 1) student academic progress throughout the year and 2) timely information on school events. Parents shared that they appreciate the diverse resources offered to their students such as the wellness room, library, and technology. They also shared that they feel the teachers and the staff truly care about their children by they personal attention they give which fosters a sense of belonging. There was a concern about the inconsistency with administration as turn over in the Principal position is high.

Coffee with the Principal feedback brought about the following: Parents highlighted a strong sense of belonging fostered by a family-oriented culture, friendly staff, and the school's diverse extracurricular activities like Ag and sports. While many expressed satisfaction with current parent involvement opportunities such as literacy nights and field trips, there is a clear demand for more consistent classroom volunteering and new programs like computer science and expand 4H to include community leaders. Students reportedly value their social connections and specific electives, while parents praised improvements in teacher communication and the elimination of homework.

Teachers:
The teachers were provided a reflection sheet to fill out as a grade level in April. The summary of their responses were divided into two areas, 1) what is working well and 2) what needs attention. Time for implementation of professional development that has been provided for the past couple of years. A high-priority concern is the need for dedicated time to actually bring the changes and new materials from their various trainings into the classroom. Therefore, you will see a reduction in professional development or coaching that is coming from our County Office of Education. They have requested for two days a year for planning, so that has been added to the strategic plan to pay for the substitutes, materials, and supplies. Although there were some teachers that expressed a desire for refreshers or additional PBL and PLTW classes before the next year, noting that current training times do not always align with their schedules. Therefore, there will be actions that still support funding for this training.

Another survey was given to teachers to answer the question, "What defines the Oak Valley graduate"? The responses included 1) a student that receives diverse academic and extracurricular programs to help students identify their strengths and interest, preparing them for future choices, 2) has positive relationships which leaves them feeling supported and confident. This validates the effort to include a variety of enriching programs for our students along with the continued need for socio-emotional support.

Through-out the year of meeting with our grade level lead team we have learned a few things: systems for various things are still a work in progress and getting our GLLs to understand the why behind systems is developing. We would like this team to move towards being instructional leaders on campus instead of just an information pipeline. Over time this will develop as they see that important instructional decisions are made within this group; one example being the switch to utilizing ICAs in math three times next school year. As we continue to meet and work together, we would like to see more innovation happen through this group which might begin with designing novel studies with their teams while the GLL leads the work.

Paraprofessionals
The student surveys indicated the need for instructional aides that are on yard duty to pay attention to them more when adverse things are happening and to intervene more often. This is important information that will drive the para meetings that take place monthly by providing additional training.

Students:
The Superintendent Student Council researched, with the help of the Superintendent, a new survey tool for students and it is called Parsec Real. The voted and approved the new way of surveying their peers. Students have three different ways of recording their responses, 1) recording themselves, 2) audio recording, or 3) typing their response. This type of survey tool is increasing the students response rate and for this years survey, the key takeaways were to 1) integrate more project-based activities, 2) give more in class time for task completion in order to reduce anxiety, 3) have the yard duty aides pay more attention to adverse happenings during recess and add a "friendship bench" for those lonely at recess, and 4) the bathrooms need to be cleaned more often. One important data point from the students survey was their appreciation of the Wellness Room and access to the Library. This validates the actions of this LCAP G1A2 and G1A9. It also validates the increase to 82% of students feeling they have at least one adult they can go to when needed.

SELPA:
Information gleaned from these meetings has encourage the district to create a Learning Center and a Wellness Room in this LCAP, Goal 1. Our students are entering school with an increasing amount of physical, cognitive, and emotional needs. Creating unique spaces that will meet the diverse needs of our students is imparative.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students have access to resources, opportunities, and support systems to succeed academically and socio-emotionally in order to reduce achievement gaps, provide targeted support, and foster a supportive and culturally responsive safe school environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Oak Valley's demographic make up is 75% Hispanic, 76% low income, and 21% English language learners. Currently, English learners are not progressing on the California Dashboard and our reclassified student performance in ELA and math have declined. The district is also making an effort to be cognizant of cultural diversity within its curriculum and SEL instructional practices, along with more families feeling that their culture is celebrated at school events as over time, the schools demographics have changed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% availability of standards-aligned instructional materials for all students including unduplicated and specials needs students.	2023-2024 100% of students have access to standards-aligned instructional materials.	2024-2025 100% of students have access to standards-aligned instructional materials.	2025-2026 100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	no difference
1.2	English Learner Progress Indicator on the Dashboard	2022-2023 53.2% ELLs making progress towards English language proficiency on the CA Dashboard	2023-2024 52.6% ELLs making progress towards English language	2024-2025 42.5% ELLs making progress towards English language	60% ELLs making progress towards English language proficiency on the CA Dashboard	Decrease 10.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency on the CA Dashboard	Proficiency on the CA Dashboard		
1.3	District Reclassification Rate	2023-2024 20.58%	2024-2025 18%	2025-2026 20%	30% Reclassification rate	Decrease .58%
1.4	Percentage of students receiving tier 2 and tier 3 interventions per district data resource	May 2024 Tier 2 13% Tier 3 5.9%	May 2025 Tier 2 15% Tier 3 9%	May 2026 Tier 2 15% Tier 3 1%	Tier 2 <15% Tier 3 <5%	Tier 2 - increase 2% Tier 3 - decrease 4.9%
1.5	BAS Reading Diagnostic results Updated Metric Tool: FastBridge Reading Diagnostic	2023-2024 78.7% of exiting 2nd grade students reading within a year of or at grade level and above	2024-2025 72% of exiting 2nd grade students reading within a year of or at grade level and above.	2025-2026 73% of exiting 2nd grade students reading within a year of or at grade level and above.	80% of exiting 2nd grade students reading within a year of or at grade level and above	decrease 5.7%
1.6	Youth Truth Student Survey Local survey	2023-2024 51% of 3rd-8th grade students have a sense of belonging and connectiveness at OV	2024-2025 79% of 3rd-8th grade students feel that there is at least one adult on campus they can talk to.	2025-2026 82% of 3rd-8th grade students feel that there is at least one adult on campus they can talk to.	65% of 3rd-8th grade students feel that there is at least one adult on campus they can talk to.	Increase 31%
1.7	Facilities Inspection Tool (FIT)	2023-2024 Good Rating	2024-2025 Good Rating	2025-2026 Good Rating	Exemplary Rating	no difference
1.8	Suspension Rate Indicator on the Dashboard	2022-2023 1.5% suspension rate, Blue on the CA Dashboard English Learners - 1.3% - Blue Socioeconomically Disadvantaged - 1.6% - Green Hispanic - 1.5% - Blue	2023-2024 1.2% suspension rate, Green on the CA Dashboard English Learners - 2.9% - Orange Socioeconomically Disadvantaged - 1.1% - Green	2024-2025 .5% suspension rate, Blue on the CA Dashboard English Learners - .8% - Green Socioeconomically Disadvantaged - .5% - Blue	<1% suspension rate for all significant student groups below English Learners - Socioeconomically Disadvantaged - Hispanic -	decreased 1% English Learners - decreased .5% Socioeconomically Disadvantaged - decreased 1.1% Hispanic - decreased 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 1.9% - Green Students with Disabilities - 0% - Blue	Hispanic - 1.3% - Yellow White - 1% - Green Students with Disabilities - 0% - Blue	Hispanic - .2% - Blue White - 2% - Orange Students with Disabilities - 0% - Blue	White - Students with Disabilities -	White -increased .1% Students with Disabilities - no difference
1.9	Middle School Dropout Rate	2023-2024 0%	2024-2025 0%	2025-2026 0%	0% dropout rate	no difference
1.10	Expulsion Rate	2023-2024 0%	2024-2025 0%	2025-2026 <1%	0% expulsion rate	increased 1%
1.11	Implementation of State Academic Standards Local Indicator Self Reflection tool Priority 2	2023-2024 ELD aligned to ELA standards rating 5	2024-2025 ELD aligned to ELA standards rating 5	2025-2026 ELD aligned to ELA standards rating 5	ELD aligned to ELA standards rating 5	no difference
1.12	SAEBRS mental health universal screener	2023-2024 18% of 3rd-8th grade students are at some or high risk	2024-2025 15% of 3rd-8th grade students are at some or high risk	2025-2026 8.5% of 3rd-8th grade students are at some or high risk	<10% of 3rd-8th grade students are at some or high risk	decreased 9.5%
1.13	ELPAC written language Score	2022-2023 10.53% (Level 4)Written Language Score on the ELPAC	2023-2024 11.22% (Level 4) Written Language Score on the ELPAC	2024-2025 9.09% (Level 4) Written Language Score on the ELPAC	increase 2% each year	decreased 1.44%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This goal aims to target specific needs in all students' mental health and cognitive development. The overall implementation of this goal was very successful and all actions were implemented. There were no challenges. The following depicts the success of our actions:

The implementation of the district's socio-emotional program continues to be very successful. Specifically the Wellness Room has become a sustainable resource on campus and students are very familiar with how it is to be used and the services it provides. The availability of the counselor and the Social Worker in the wellness room has provided students with a safe place to go when in need of socio-emotional comfort

during instructional time and non-instructional time. The School Psychologist also utilizes the Wellness Room when students need an area for behavior regulation. The added day for the School Psych has proven to build a strong department full of collaboration to meet the ongoing needs of our students.

The ELD department has been developed into another strong area of support for our ELD students. The BCLAD teacher was added this year to the LCAP under this goal. This coupled with the ongoing support of the Bilingual Aides and the outside ELD coach for the BLCAD teacher, has made for a strong, effective ELD department. The BCLAD teacher provided all designated ELD instruction to all of our ELD students K-6. Students feel more connected with their teacher and families have shared they feel the teacher gives them ample support as a family unit by providing cultural events throughout the year.

This goal also focuses on academic strategies for our intervention students by creating smaller class sizes in 4th/5th grade and providing instructional aides to every k-2 classroom. These two actions continue to be successful and has become part of the Oak Valley culture. Air Reading intervention has become highly successful in assisting the district's older students in 6th-8th grade read on grade level in preparation for high school. Overall, with the library being able to be open full time by increasing the library tech's hours under this goal has created another cultural shift over time where reading is fun and engaging due to all the activities she is able to provide.

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

Action 1.9 Library Tech costs where over projected.
Action 1.12 Air Reading ended up costing less due to fewer students utilizing the program thus lowering program costs.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall this goal was implemented to fidelity.

Metric 1.6 and 1.12 have been met! Metric 1.12 indicates less than 10% of our 3rd-8th grade students are at some or high risk on the SAEBRS mental health universal screener. The baseline data for this metric was up over 18% in 2023-24. Metric 1.6 indicates 82% of 3rd-8th grade students feel that there is at least one adult on campus they can talk to. This is up 31% from 2023-24. Both metrics are indicative to the district's focus and effort to ensure students feel accepted, safe, and secure. The wellness room, school counselor, social worker, and school psychologist are working in tandem proving that student's mental health needs are being met.

The ELD department has become even stronger with the addition of the BCLAD teacher this year. Her schedule was developed to provide designated ELD instruction to all Kinder thru 6th grade students. The bilingual aides were assigned to her and she provided them with a schedule that included working alongside ELD students during ELD instruction, along with pushing in to assist newcomer students in general education. Another facet of the BCLAD teachers assignment was to coach general education teachers on integrated ELD strategies. She would observe teachers during walk thru's and then provide assistance when needed. It took time for her colleagues to trust and accept her coaching but by the middle of the year teachers found her role to be very beneficial. Metric 1.2 indicates that in 2024-2025 the English Learner Progress indicator decreased by 10.1% and the year prior they maintained but the district has high hopes that with this years

addition of the BCLAD teacher, that there will be an increase in the ELPI for 2025-2026. Especially because Metric 1.3 had an increase in reclassification by 2% from the previous year. The district is also looking forward to seeing if Metric 1.13, written language score on the ELPAC, will increase due to this addition as well.

The district has now created a culture of smaller class sizes and ongoing additional instructional aides for the K-2 program. This type of academic support allows for there to be an individualized focus on every student's needs through a vigorous MTSS. Full day access to the library and intervention supports provides for a good foundation for increased literacy gains. What would make this foundation even stronger is the addition of a Literacy Coach. Because metric 1.4 and 1.5 are crucial to student success and the fact that we continue to fall short in meeting these two goals, it is necessary to hire someone specific who can monitor student progress and offer coaching to general education teachers to ensure their effectiveness by data monitoring.

1.1 School Counselor- effective, metric 1.6 target met, metric 1.12 target met
1.2 Wellness Room- effective, metric 1.6 target met, metric 1.12 target met
1.3 Psychologist- effective, metric 1.8 target met for students with disabilities, metric 1.12 met
1.4 ELD Consultant- ineffective, did not show progress on the metrics 1.2,1.3.1.13
1.5 Bilingual Aides- ineffective, did not show progress on the metrics 1.2,1.3.1.13
1.6 Learning Center - did not implement
1.7 k-2 Aides - effective, metric 1.4 target met, metric 1.5 improved to 73% of exiting 2nd graders reading on grade level or within a year.
1.8 Math TOSA - did not implement
1.9 Librarian Tech FT - effective, metric 1.4 target met, metric 1.5 improved
1.10 Additional Teachers hired for smaller class sizes - effective, metric 1.8 met, less than 1% suspension rate
1.11 BCLAD Teacher - effective, English Learners increased 16.6 points on the ELA indicator and increased 7.1 points on the math indicator
1.12 Air Reading - effective, metric 1.4, target met

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

Action 1.10, additional 4th-5th grade teachers to lower class sizes, will no longer be used. The district's LCFF funds have been reduced and there is a need to cut in some areas and this is one of the areas. The board finds lower classes as a priority but it will now be paid for out of general funds.

Action 1.12, Air Reading Intervention, although highly effective in past years, it is very expensive. It has been in effect for two years now and has helped quite a few older students who still struggled from the adverse effects of the Covid years but now the district is moving towards a preventative model by adding a TOSA Literacy Coach that will become Action 13. With the full implementation of TK and the increased health and cognitive needs of our youngest students, adding the Literacy Coach will be able to have a multifaceted approach to academic supports. This person will be able to assist teachers with best practices and monitor the MTSS process more closely.

Action 1.13, Literacy Coach TOSA, was added to assist with the the district not being able to reach the metric goal of 80% of second graders exiting reading on grade level.

Action 1.14, describes the use of the unexpended LREBG funds. The funds will be used on the WriteBrain program that embeds SEL components within its writing supplemental curriculum.

The district has also moved away from giving the BAS, metric 1.5, as the reading diagnostic and has implemented FastBridge Reading as the reading diagnostic for the 2025-2026 school year. Data is still collected in the form of students reading within a year of or at grade level and above but just with a different assessment tool.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Counselor	School Counselor to meet with students 1:1 and in small groups. Assists with Tier 1 interventions.	$170,264.00	Yes
1.2	Wellness Room	The Wellness room is a location that students can visit during recess and or during class time in order to bring peace and calm to an anxious, frustrated, or anger filled child so that they can resume back to class instruction ready to learn. This action will support the purchase of materials and supplies.	$5,000.00	No
1.3	Psychologist	Payment towards 2 additional days of Psych services to meet the socio-emotional needs and academic needs of our students, including our SPED students.	$95,000.00	No
1.4	ELD Consultant	Contract for 10 days of designated and integrated ELD coaching support for the BLCAD teacher through Kings County Office of Education to assist teachers in ELD professional development through coaching and training.	$10,000.00	No
1.5	Bilingual Aides	Two bilingual aides to assist the BCLAD teacher with newcomers and ELD program (Title III) to support English proficiency, especially for our increasing newcomer student population.	$110,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Center	An Intervention teacher and two Intervention Instructional Aides, along with intervention programs, supplies, and materials that are needed to support Tier 2 and 3 interventions in order to meet the learning needs of our students. NO LONGER PROVIDING THIS ACTION		
1.7	K-2nd grade Instructional Aides	Part time instructional aides that provide small group and 1:1 tier 1 interventions in each K-2 classroom.	$275,600.00	Yes
1.8	Math TOSA	Provide a math teacher on special assignment to assist teachers with math instruction, interventions, along with modeling/coaching lessons. THIS ACTION WILL NO LONGER BE USED		
1.9	Librarian Tech	Increase the part-time librarian tech to full time in order for students to have access to the library before school, at lunch, and after school that will support the increase in literacy proficiency.	$30,000.00	Yes
1.10	Additional Teachers hired for smaller class sizes	Maintain additional teachers in 4th and 5th grade in order to provide smaller class sizes to support the high risk needs of our unduplicated, ELLs, and special needs students. THIS ACTION WILL NO LONGER BE USED.		
1.11	BCLAD Teacher	The BCLAD teacher will teach all K-6th grade ELD along with providing a newcomer class. This teacher will also coordinate the ELPAC and coach self-contained teachers on integrated ELD strategies.	$140,000.00	Yes
1.12	Air Reading	Provide reading tutorial services for our middle school students during homeroom to assist with increasing reading proficiency. THIS ACTION WILL NO LONGER BE USED.		

Action #	Title	Description	Total Funds	Contributing
1.13	TOSA Literacy Coach	Provide coaching to general education teachers on literacy instruction as well as managing the RTI system.	$128,500.00	Yes
1.14	Write Brain Curriculum	A supplemental writing program to support Long term English learners (LTELs) improve their written language skills. LREBG $: 46,307 Metric 1.13 to Monitor Effectiveness: ELPAC written language score	$46,307.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Oak Valley UESD will enhance academic achievement and student engagement by implementing a multifaceted approach that integrates Universal Design for Learning (UDL), high rigor, technology, enrichment opportunities, and Project-Based Learning (PBL) principles across all grade levels and subject areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Currently, focus walk data indicates that there is an inconsistency of best practices being utilized throughout the grade levels and the level of rigor and student engagement fluctuates by classroom. There is a need for each grade level to cohesively utilize common approaches to instruction so that as the student progresses through each grade level there is an element of familiarity to instructional experiences that will elevate their learning acquisition in all core content areas in order to increase student achievement levels. The desire of the district based on parent survey feedback, is to implement honors classes and or GATE programming. Elevating the rigor and best instructional practices universally will help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SARC-fully credentialed teachers	2022-2023 100% of teachers fully credentialed	2023-2024 100% of teachers fully credentialed	2024-2025 100% of teachers fully credentialed	100% of teachers fully credentialed	no difference
2.2	ELA Academic Indicator	2022-2023 All students 1.9 points above standard-Green	2023-2024 - All Students 4.4 points below standard-Yellow	2024-2025 - All Students 3.8 points above standard-Green	All students 20 points above standard-Blue	All Students: increased 1.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - 31.9 points below standard - Orange Socioeconomically Disadvantaged - 11.8 points below standard - Orange Hispanic - 6.4 points below standard - Yellow White - 26.8 points above standard - Green	English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green	English Learners - 17.4 points below standard - Yellow Socioeconomically Disadvantaged - 17.7 points below standard - Orange Hispanic - .7 points below standard - Green White - 16.8 points above standard - Green	English Learners - Green Socioeconomically Disadvantaged - Green Hispanic - Green White - Blue	English Learners - increased 14.5 points Socioeconomically Disadvantaged - decreased 5.9 points Hispanic - increased 5.7 points White - decreased 10 points
2.3	Math Academic Indicator	2022-2023 All students 33.4 points below standard-Yellow English Learners - 64.8 points below standard - Orange Socioeconomically Disadvantaged - 44.9 points below standard - Orange Hispanic - 41.6 points below standard - Yellow White - 8.9 points below standard - Green	2023-2024 - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange Hispanic - 51.5 points below standard - Orange	2024-2025 - All students 30.4 points below standard-Yellow English Learners - 63.7 points below standard - Yellow Socioeconomically Disadvantaged - 51.1 points below standard - Yellow Hispanic - 39.7 points below standard - Yellow	All students 1 point above standard-Blue English Learners - Green Socioeconomically Disadvantaged - Green Hispanic - Green White - Blue	All students increased 3 points English Learners - increased 1.1 points Socioeconomically Disadvantaged - decreased 6.2 points Hispanic - increased 1.9 points White - increased 4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White - 7.7points below standard - Yellow	White - 4.6 points above standard - Green		
2.4	Course Enrollment	2023-2024 All students have exposure to VAPA and Ag instruction	2024-2025 All students have exposure to VAPA and Ag instruction	2025-2026 All students have exposure to VAPA and Ag instruction	All students have exposure to VAPA and Ag instruction	no difference
2.5	PBL Focus Walk Data	2023-2024 25% of 3rd-5th grade teachers implement a PBL lesson once per semester	2024-2025 100% of 3rd-5th grade teachers implement a PBL lesson once per semester	2025-2026 100% of 3rd-5th grade teachers implement a PBL lesson once per trimester	100% of 3rd-5th grade teachers implement a PBL lesson once per quarter	no difference
2.6	UDL Focus Walk Data	Baseline established in 2024-2025	Unable to conduct	100% of 3rd-8th grade teachers create authentic forms of assessment for each unit of study	100% of 3rd-8th grade teachers create authentic forms of assessments for each unit of study	Baseline created
2.7	Rigor Focus Walk Data	Baseline established in 2024-2025	Unable to conduct	100% of teachers show evidence of rigorous instruction	100% of teachers show evidence of rigorous instruction	Baseline created
2.8	Technology access	2023-2024 100% of all students have access to laptops and connectivity for learning	2024-2025 100% of all students have access to laptops and connectivity for learning	2025-2026 100% of all students have access to laptops and connectivity for learning	100% of all students have access to laptops and connectivity for learning	no difference
2.9	Chronic Absenteeism rate	2022-2023 9.7% chronically absent, Green, as indicated on the CA Dashboard English Learners - 15% - Yellow	2023-2024 4.1% chronically absent, Blue, as indicated on the CA Dashboard English Learners - 8.8% - Green	2024-2025 4.7% chronically absent, Yellow, as indicated on the CA Dashboard English Learners - 10.9% - Orange	5% or less chronically absent as indicated on the CA Dashboard for all significant student groups below.	All students decreased 5% English Learners - decreased 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 12.1% - Yellow Hispanic - 10.3% - Yellow White - 7.5% - Green Student with Disabilities -10.6% - Yellow	Socioeconomically Disadvantaged - 5.4% - Green Hispanic - 4.5% - Blue White - 3% - Green Student with Disabilities - 4.3% - Green	Socioeconomically Disadvantaged - 6.4% - Orange Hispanic - 5.8% - Orange White - 0% - Blue Student with Disabilities - 2.3% - Blue	English Learners - Socioeconomically Disadvantaged - Hispanic - White - Students with Disabilities -	Socioeconomically Disadvantaged - decreased 5.7% Hispanic - decreased 4.5% White - decreased 7.5% Students with Disabilities - decreased 8.3%
2.10	Attendance Rate	2023-2024 94% attendance rate	2024-2025 96% attendance rate	2025-2026 97% attendance rate	97% attendance rate	increased 3%
2.11	Percentage of teachers appropriately assigned	2023-2024 97% of teachers are appropriately assigned.	2024-2025 100% of teachers are appropriately assigned	2025-2026 96% of teachers are appropriately assigned	100% of teachers are appropriately assigned	decreased 1%
2.12	CAST Indicator	Baseline established in 2023-2024 All students 10.2 points below standard	Baseline established in 2023-2024 All students 10.2 points below standard	2024-2025 increased 2.1 points, 56.4 science points, Green	All students improve 2 pts per year	Due to changes in how this metric is reported, distance from baseline cannot be calculated. Year 2 Outcome establishes a new baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were fully implemented as planned except for action 2.12, the additional science prep. Halfway through the year the science teacher got a new position with a new school district, therefore he did not finish the year.

Overall this goal is aimed at providing unique enrichment experiences for our students so that they receive a well-rounded education and exit Oak Valley with a better sense of knowing their skills and attributes that will make them successful in high school. The Ag and VAPA programs have become a staple at Oak Valley. Every student participates in Ag and VAPA each year along with participating in a variety of field trips so that students can build real world experiences. Teachers are receiving professional development and side-by-side coaching that is providing them with research based strategies that are more engaging and tailored to meet specific learning needs.

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

Action 2.6 the district did not need to spend as much on technology updates than anticipated.
Action 2.12, due to the teacher leaving the district mid-year, there was only half a year of costs applied to this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

With the addition of the new Principal this year, the focus walk thru's have now been conducted with fidelity. Metric 2.5, 2.6, and 2.7 have been met and support teachers use of UDL and PBL strategies, along with increasing the amount of rigor in our instruction. Professional development has been provided in these areas and it has been an area of need for a few years now due to the inconsistency in the Principal role, so to see the new Principal follow up after walking through classrooms and assisting teachers on the aforementioned is refreshing.

It is exciting to see that the district has met metric 2.4 and 2.9. The district's opinion is that by allowing every child to engage with music, art, theater, and ag, students are feeling more connected to the school by evidence of their attendance rate being high at 97% and chronic absenteeism rate being below 5%. Additionally, student behaviors are positive with only a .5% suspension rate. The district's enrichment programs continue to be a staple at Oak Valley and is the reason why many parents choose to bring their children to Oak Valley on inter-district agreements (70%). The amount of students participating in showmanship at the county fair within our in-school 4H program and FFA program continues to hover around 50 students showing goats, chickens, rabbits, lambs, pigs, and dairy cows. Additionally the art teacher submits student art and photography to the county fair in September. Twenty-one students attended the State FFA convention in Sacramento this year and the program continues to produce leadership skills in our Advance Ag students. This year one 8th grade female student won the FFA region and competed at the state level in creed. Additionally, every year theater puts on a Disney production and 6th-8th grade students do an amazing job and selling out tickets to every show. This along with a robust music program including marching band and concert band, are giving all of our students opportunities to discover new talents. Student engagement is evident.

Although the district only implemented half a year of the additional science prep, it should be noted that the elementary school teachers enjoyed co-teaching with the science teacher. They were given new ideas on how to teach the NGSS with engaging science activities that they will continue on in the teacher's absence.

We are ending our second year contract with MidValley IT and it has been a great collaboration. The IT Coordinator has been able to ensure all student laptops are in working order, students have full access to online services, and teachers are equipped daily to provide instruction. This year we have focused on updating our phone lines to VOIP, adding outdoor speaking capabilities, updating software, and day to day troubleshooting. The IT Coordinator and Principal have support the teachers in utilizing the IABs and IACs this year along with ongoing access to all the online curricula that requires access for all students and staff. This is especially helpful when state testing comes around and students are becoming more and more comfortable utilizing technology for assessments. The IT Coordinator has even provided

incentives for positive technology use with raffles each quarter for unique tech gadgets and games. As a result, the amount of students searching inappropriate sites has reduced drastically.

2.1 TCOE Consulting Services - effective, metric 2.5, 2.6, and 2.7 target met
2.2 Close Read PD - did not implement
2.3 Ag Pathway - effective, metric 2.4, 2.9, and 2.10 target met
2.4 Technology Director and Tech Assistant - effective, metric 2.8 target met
2.5 Art Teacher - effective, metric 2.4, 2.9, and 2.10 target met
2.6 Updates to Technology - effective, metric 2.8 target met
2.7 Field Trips - effective, metric 2.9 and 2.10 target met,
2.8 VAPA Pathway - effective, metric 2.4, 2.9, and 2.10 target met
2.9 Induction- effective, metric 2.1 target met
2.10 Professional Development- effective, metric 2.5, 2.6, and 2.7 target met
2.11 Music Teacher- effective, metric 2.4, 2.9, and 2.10 target met
2.12 Additional Science Prep- effective, metric 2.12 target met

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

Action 2.9 Although the induction program was paid out of general funds for 25/26 school year because there was only one candidate, the district will shift and use Title II for the 26-27 school year for multiple candidates.
Action 2.12 will not continue due to the staff member no longer being employed as of January 2026 and the 2026-2027 middle school science schedule does not allow for us to continue the action.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TCOE Consulting Services	Professional development/coaching provided by TCOE in the area of writing, math, and reading proficiency that will support the endeavors of new instructional practices.	$10,000.00	No
2.2	Close Read and Lit Circle Professional Development	Specific close read and Lit circle training for teachers to increase student reading comprehension. WILL NOT CONTINUE ACTION		

Action #	Title	Description	Total Funds	Contributing
2.3	Ag Pathway	Provide an Ag teacher and materials for the in-school 4H and FFA program that will broaden course access to all students including low income, ELLS, and SPED students.	$165,000.00	Yes
2.4	Technology Coordinator and Tech support (Mid Valley IT)	Ensure all students, including SPED and ELLs, have consistent access to technology.	$135,441.00	Yes
2.5	Art Teacher	Fulltime Art teacher in order to broaden course access to all students including low income, ELLS, and SPED students.	$135,500.00	Yes
2.6	Updates to Technology	Ongoing software updates/subscriptions and purchases of Chromebooks to replenish old ones so that students have no interruptions in learning. NO LONGER UTILIZING		No
2.7	Field Trips	Each grade level to attend one field trip in order to broaden student experiences. (Title IV)	$35,000.00	No
2.8	VAPA Pathway	Supplies to support the VAPA program which includes music, art, photography, theatre, and dance.	$30,000.00	No
2.9	Induction Program	Induction program that supports teachers in clearing their credential. (Title II)	$4,000.00	No
2.10	Professional Development	Professional development opportunities in Leadership for teachers to become more confident in instructional practices and or learn new concepts that will support our neediest students. (Title II)	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Music Teacher	The Music teacher will provide opportunities for all students K-8 to be exposed to various musical instruments, concert band, and marching band.	$115,000.00	Yes
2.12	Additional Science prep	Pay for the science teachers prep to add an additional science period so that he can co-teach science at the 3rd-5th grade level in order to increase science instruction. THIS ACTION WILL NO LONGER BE USED		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Establish collaborative partnerships with parents and families to support student learning, achievement, and well-being by providing opportunities for meaningful involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Parent engagement is still not at the level of satisfaction by the district. Consistently only about 1/3 of parents on average complete local surveys annually. Only about 5 parents participate in SSC and ELAC on a regular basis therefore it has been difficult to engage parents in the decision making process of the district. There is still a need to find ways to increase meaningful engagement with our families and the district. With the addition of the Community Schools grant in conjunction with the LCAP, the district hopes that this goal will flourish the next three year cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Attendance at SSC/ELAC meetings for the year	2023-2024 5 parents on average attend SSC/ELAC meetings throughout the year	2024-2025 14 parents on average attend SSC/ELAC meetings throughout the year	2025-2026 19 parents on average attend SSC/ELAC meetings throughout the year	30 parents on average attend SSC/ELAC meetings throughout the year	increased 14
3.2	Family Resource Center visitor log/needs assessment form	2023-2024 Baseline will be established in 2024-2025	2024-2025 The Family Resource Center logged 112 parent contacts for assistance and 100% of them received services	2025-2026 The Family Resource Center logged 115 parent contacts for assistance and 100% of them received services	100% of our families that choose to visit the Family Resource Center, receive services applicable to their needs.	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			related to their needs.	related to their needs.		
3.3	Parent Conference attendance rate	2023-2024 99% of parents attend both fall and spring parent conferences	2024-2025 99% of parents attend both fall and spring parent conferences	2025-2026 100% of parents attend both fall and spring conferences	100% of parents attend both fall and spring parent conferences	1% increase
3.4	Parent attendance at IEP meetings	2023-2024 100% parent attendance at IEP meetings	2024-2025 100% parent attendance at IEP meetings	2025-2026 100% parent attendance at IEP meetings	100% parent attendance at IEP meetings	no difference
3.5	OV Parent survey	2023-2024 67% I feel empowered to play a meaningful role in decision-making at my school.	2024-2025 94% feel that OV provides opportunities to engage in meaningful dialogue, decision making, and or activities	2025-2026 94.6% feel that OV provides opportunities to engage in meaningful dialogue, decision making, and or activities	80% feel that OV provides opportunities to engage in meaningful dialogue, decision making, and or activities	increased 27.6

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned and overall went well. This is the second year with the Community Outreach Coordinator who is stationed at the Family Resource Center on campus. Families have become more accustom to his role and are seeing the school more as a resource. Those resources included parenting education nights where parents participated in Parenting Partners and the newly added GED courses. The Caring Closet is still serving its purpose by housing donations for families, and the second annual Family Resource Fair at Open House was a hit. The Social Worker worked alongside the School Counselor in the Wellness Center and participated in bi-weekly COST meetings to discuss our neediest kids. What we did notice was that we are overstaffed with family support by having both the Community Outreach Coordinator and the Social Worker, therefore, the district will no longer contract for the Social Worker.

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

Action 3.2 was expanded to include GED courses from the Tulare Adult School for our parents. This is the second year we have had the program and the interest grew more than we could anticipate. Therefore the district covered the increase in cost by approximately $16,000 to this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The Family Resource Center at Oak Valley continues to be the hub of our Community Schools initiative and families are becoming more aware of the many resources it has to offer. One area of success is in parental education and empowerment. The Parenting Partners Program is a six-week program that has seen 31 parents successfully complete all sessions and have graduated from the program. The curriculum focuses on critical areas such as Positive Parenting, Creating Confident Kids, and Communication That Works. Due to its high impact, the program was honored with a county-level award for leadership. The GED Program, in collaboration with the Tulare Adult School, supports academic and personal growth for adults in our community and it currently serves eight parents.

SSC and ELAC meetings have been held in the Family Resource Center. This is the first year we have split the two councils into their own meeting and we did this because the BCLAD teacher has a great rapport with our EL parents thus the goal was that more parents would attend with her invitation. This turned out to be true and we have met the goal of increasing parent attendance by 14.

Another component of the Family Resource Center is in the area of direct support and resource coordination. The Center has been highly effective in removing financial and logistical barriers for families by providing Back-to-School Readiness with giving out 100 donated backpacks that were secured and distributed to students for the start of the school year, coordinated free haircut services to boost student confidence and established a Care Closet that provides ongoing access to clothing through community donations. In a single month, the Center served 26 families, meeting 100% of their identified needs. This included providing backpacks to 9 families, haircuts to 8 families, and facilitating 7 NCADD (National Council on Alcoholism and Drug Dependence) referrals.

The Family Resource Center also focuses on community building and cultural engagement. Meaningful events have been used to strengthen the bond between the school and families such as revived traditions such as the Haunted Hayride during the fall festival, resulting in increased participation and school spirit. The Angel Tree program provided support to 26 students during the Christmas season by staff members adopting a child and provide them with Christmas presents. The Center organized Oak Valley's first-ever Posada, a cultural event where students created piñatas and parents volunteered to prepare food, fostering a deeper connection between home and school.

Strategic Outreach was also a focus of the Family Resource Center by expanding Open House from the traditional Open House by introducing resource vendors specializing in healthcare, summer programs, and drug awareness. This really positioned the school as a central hub for community support. The effectiveness of these programs is supported by the Community Outreach Coordinator's transition into a Wellness Coach role after earning professional certification, allowing for even more specialized support for student and family well-being.

3.1 Family Resource Center, effective, metric 3.1 increased and 3.2 target met
3.2 Parent training programs, effective, metric 3.2 and 3.5 target met

3.3 Social Worker, effective, metric 3.2 target met

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

Action 3, the district has decided not to retain the Social Worker for the 2026-2027 school year due to the Community Outreach Coordinator assisting with family support and to save money.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Resource Center	Provide materials, supplies, and refreshments to help support parent meetings, trainings, and other engagement activities. (CCSPP)	$25,000.00	No
3.2	Parent training programs	Implement a parent education program that will increase and empower parents to engage with the school.	$7,500.00	No
3.3	Social Worker	Provide a social worker that can work closely with all families to support their unexpected and on-going needs. THIS ACTION WILL NO LONGER BE USED		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,202,297	$90,091

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
18.213%	0.571%	$35,101.00	18.784%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** School Counselor **Need:** 75% of our students are low income and have many or these socioeconomically disadvantaged and English learner students have high needs not only academically but socio-emotionally. The other issue is the chronic absenteeism rate for ELLs is 10.9% and SED students are	The LEA is a small, rural, TK-8th grade one school district with 75% of students being low income, thus the school counselor is available for all students. She provides individual and small group sessions based on the SAEBRS universal screener. Specific groups that are created based off of the screener are: apathy towards school, lack of motivation, improved self esteem, girl talk, anger management, and anxiety/fears. These are just some examples but can be areas of concern for low income students who are dealing with high	Metric 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	at 6.4% according to the Dashboard. This impacts their ability to be present for instruction and thus impacts their learning and academic performance. 2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard English Learners - 17.4 points below standard - Yellow Socioeconomically Disadvantaged - 17.7 points below standard - Orange Hispanic - .7 points below standard - Green White - 16.8 points above standard - Green 2024-2025 (2025 Dashboard) - Mathematics - All students 30.4 points below standard- Yellow English Learners - 63.7 points below standard - Yellow Socioeconomically Disadvantaged - 51.1 points below standard - Yellow Hispanic - 39.7 points below standard - Yellow White - 4.6 points above standard - Green **Scope:**	stress environments. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** K-2nd grade Instructional Aides **Need:** Only 55% of exiting 2nd grade students are on grade level in reading and 17% of exiting 2nd graders are within one year of grade level. This is lower than the district's goal of 80% on grade level. English Language Learner's make up 25% of K-2 grade students and 44% of K-2nd grade is considered low income. **Scope:** LEA-wide	Instructional aides will be assigned to k-2 classrooms to perform small group tier 2 and tier 3 instruction in Guided Reading underperforming Unduplicated Pupils. Groups will be created and monitored through a strict formative approach in order to maximize learning goals. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 1.5
1.9	**Action:** Librarian Tech **Need:** English language learners are not improving in English proficiency as desired by the district. They declined by 10.1% on the ELPI. Additionally, only 55% of exiting 2nd graders are at grade level reading proficiency. There is a need to support literacy not only during class time but during recesses and after school. Additionally, feedback from educational partners indicate that our SED and EL students have less access to literacy related resources in the home, such as appropriate level reading material. These two groups also perform lower on standardized assessments.	The librarian tech will maintain full-time status from part time in order to keep the library open before school, at lunch, and after school in order to cultivate a love for reading and offer ample opportunities for Unduplicated students to be immersed in reading, and have trained, experienced staff assisting them with selection of appropriate level literacy resources to support classroom learning without the restricts of part time availability. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. Also, it would be impossible to refuse service to those students who are not unduplicated thus why it is a district-wide action.	Metric 1.4, Metric 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard English Learners - 17.4 points below standard - Yellow Socioeconomically Disadvantaged - 17.7 points below standard - Orange Hispanic - .7 points below standard - Green White - 16.8 points above standard - Green **Scope:** LEA-wide		
1.13	**Action:** TOSA Literacy Coach **Need:** Only 73% of exiting 2nd grade students are on grade level or within one year of reading on grade level. This is lower than the district's goal of 80% on grade level and there has been a 5% decrease from the baseline year. Intervention data indicates that tier 3%'s are above the 5% goal thus indicating there potentially is a tier 1 instructional issue. Oak Valley is made up of 20% English Language Learner's and 75% are socioeconomically disadvantaged.	The LEA is a small, rural, TK-8th grade one school district with 75% of students being low income, thus the Literacy coach is available for all teacher classrooms and monitors all student performance levels through the RTI system. Teachers become overwhelmed and at times do not take the time to review data that identifies specific student learning needs. The Literacy Coach will come alongside the general education teacher to review student data, identify which students need intervention, provide structured literacy to the neediest students, and then ensure universal intervention strategies are used districtwide. By applying the coaching model, the TOSA will be able to observe tier 1 instructional practices in order to identify any areas of need. This will assist with the differentiation at the tier 1 level that will assist our	1.4 and 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	neediest students. This person will also ensure the SST process is appropriately assigned to student needs based off of the progress monitoring tools that are used districtwide. The entire MTSS has to be all inclusive in order to be effective. With a dedicated TOSA monitoring the literacy needs of the district, student reading proficiency rates should increase. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited academic intervention needs. 2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard English Learners - 17.4 points below standard - Yellow Socioeconomically Disadvantaged - 17.7 points below standard - Orange Hispanic - .7 points below standard - Green White - 16.8 points above standard - Green	
2.3	**Action:** Ag Pathway **Need:** Oak Valley is a rural school district. It is essential that students get exposure to a variety of real world skills and career awareness in order to broaden their future opportunities. In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning	The Ag teacher provides 4H ag curriculum to all students in kinder thru 8th grade. Ag science electives that integrate critical thinking, reading, writing, and mathematical skills into engaging project-based instruction for unduplicated students to apply, practice, and integrate subject matter skills for greater understanding. Learning by Doing provides unduplicated students a better understanding of core materials as they are integrated into other activities. Though this action is principally directed at addressing the needs of	Metric 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities for our lowest performing student groups, especially our Unduplicated, was noted by staff, parents, and students. Parents and community members have identified the need to address student interests in the elective program through the offering of instructional time aligned with Agricultural Science Ca CTE Model State Standards. These opportunities will help strengthen learning in other core content areas, as Science instruction strongly ties to ELA and Math. And, as mentioned previously, 70% of our SpEd students are socioeconomically disadvantaged. Their needs for purposes of development of this action was based on their needs as low-income students. 2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard English Learners - 17.4 points below standard - Yellow Socioeconomically Disadvantaged - 17.7 points below standard - Orange Hispanic - .7 points below standard - Green White - 16.8 points above standard - Green 2024-2025 (2025 Dashboard) - Mathematics - All students 30.4 points below standard- Yellow	Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 63.7 points below standard - Yellow Socioeconomically Disadvantaged - 51.1 points below standard - Yellow Hispanic - 39.7 points below standard - Yellow White - 4.6 points above standard - Green **Scope:** LEA-wide		
2.4	**Action:** Technology Coordinator and Tech support (Mid Valley IT) **Need:** With a large number of students who are socioeconomically disadvantaged, (UPP 68%), at Oak Valley, it is essential that they have consistent access to technology that is safe and engaging at school and at home. Consistent and reliable technology and access to technology infrastructure and instructional programs was a common need identified by educational partners. The district provides approximately 25 wireless routers to families each year. Many families of SED and EL students do not have the fiscal resources to afford at-home Wi-Fi services, and phone hot spots do not support the needed access of multiple students and adults needing to access Wi-Fi in the household. Ensuring that district technology personnel are available to support the learning needs of these students is critical.	The Technology Coordinator monitors technology safety, ensures every Unduplicated student has access to technology for instructional purposes, and is able to access consistent, reliable, and safe Internet at home and school. The access by Unduplicated to this service will ensure none are left behind due to not having Wi-Fi access. By maintaining a coordinator, Unduplicated pupils can be assured no downtime or interruptions exist that could hinder access to learning resources. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard English Learners - 17.4 points below standard - Yellow Socioeconomically Disadvantaged - 17.7 points below standard - Orange Hispanic - .7 points below standard - Green White - 16.8 points above standard - Green 2024-2025 (2025 Dashboard) - Mathematics - All students 30.4 points below standard- Yellow English Learners - 63.7 points below standard - Yellow Socioeconomically Disadvantaged - 51.1 points below standard - Yellow Hispanic - 39.7 points below standard - Yellow White - 4.6 points above standard - Green **Scope:** LEA-wide		
2.5	**Action:** Art Teacher	The art teacher provides visual art standards to students in order to enhance skills and develop a	Metric 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Oak Valley is a rural school district that receives Title IV and V funds. It is essential that students get exposure to a variety of visual and performing arts in order to broaden their future opportunities. In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning opportunities was noted by staff, parents, and students. Learning by Doing provides unduplicated students a better understanding of core materials as they are integrated into other activities. Parents and community members have identified the need to address student interests in the elective program through the offering of instructional time aligned with Visual and Performing Arts (VAPA) State Standards. **Scope:** LEA-wide	passion for art for those that would not necessarily have had access in a rural school setting. Art electives that integrate critical thinking, reading, writing, and mathematical skills into engaging project-based instruction for unduplicated students to apply, practice, and integrate subject matter skills for greater understanding. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
2.11	**Action:** Music Teacher **Need:** Oak Valley is a rural school district that receives Title IV and V funds. It is essential that students get exposure to a variety of visual and performing arts in order to broaden their future opportunities. In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning opportunities was	The music teacher provides performing art standards to students in order to enhance skills and develop a passion for music for those that would not necessarily have had access in a rural school setting. Music integrates critical thinking and reading into engaging project-based instruction for unduplicated students to apply, practice, and integrate subject matter skills for greater understanding. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-	Metric 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	noted by staff, parents, and students. Learning by Doing provides unduplicated students a better understanding of core materials as they are integrated into other activities. Parents and community members have identified the need to address student interests in the elective program through the offering of instructional time aligned with Visual and Performing Arts (VAPA) State Standards. **Scope:** LEA-wide	wide to benefit all students, as many other students exhibited similar needs.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Bilingual Aides **Need:** The district has 19 enrolled qualified "newcomer" students that speak zero or limited English this past year which was an increase to previous years. Additionally the English Learner Progress Indicator on the Dashboard had a declined significantly by 10.1%.	The Bilingual aides will work specifically with newcomers and ELLs under the supervision of the BCLAD teacher in order to assist in accelerating the acquisition of English language proficiency and academic skills to support success in all content areas. This will include supporting students during ongoing in-class instruction by teachers and providing small group or individual student support.	Metric 1.2, Metric 1.3, Metric 1.13

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024-2025: 42.5% ELLs making progress towards English language proficiency on the CA Dashboard. 2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard-Green English Learners - 17.4 points below standard - Yellow 2024-2025 (2025 Dashboard) - Mathematics - All students 30.4 points below standard-Yellow English Learners - 63.7 points below standard - Yellow **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** BCLAD Teacher **Need:** There continues to be a large number of newcomers in the district and teachers are at a loss on how to meet the needs of students who do not speak any English. 2024-2025: 42.5% ELLs making progress towards English language proficiency on the CA Dashboard.	The BCLAD teacher will teach all ELD classes 1st-5th grade and will teach a newcomer class. She will oversee the two Bilingual aides that will provide push in services and small group interventions. This will provide continuity in ELD instruction with hopes of increasing the ELPI on the Dashboard. The BCLAD teacher will also be the ELPAC coordinator and provide coaching to general education teachers on how to integrate ELD in all core content areas.	Metrict 1.2 and Metric 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024-2025 (2025 Dashboard) - English Language Arts - All Students 3.8 points above standard-Green English Learners - 17.4 points below standard - Yellow 2024-2025 (2025 Dashboard) - Mathematics - All students 30.4 points below standard-Yellow English Learners - 63.7 points below standard - Yellow **Scope:** Limited to Unduplicated Student Group(s)		

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on is funding a BCLAD teacher that will work directly with English language learner students. This can be found in the LCAP under Goal 1, Action11.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,601,314	1,202,297	18.213%	0.571%	18.784%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,277,268.00	$198,807.00	$0.00	$203,041.00	$1,679,116.00	$1,249,368.00	$429,748.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$170,264.00	$0.00	$170,264.00				$170,264.00	
1	1.2	Wellness Room	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.3	Psychologist	All	No			All Schools	Ongoing	$0.00	$95,000.00		$95,000.00			$95,000.00	
1	1.4	ELD Consultant	ELL	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.5	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$110,004.00	$0.00	$96,904.00			$13,100.00	$110,004.00	
1	1.6	Learning Center														
1	1.7	K-2nd grade Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$275,600.00	$0.00	$275,600.00				$275,600.00	
1	1.8	Math TOSA														
1	1.9	Librarian Tech	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.10	Additional Teachers hired for smaller class sizes						Ongoing								
1	1.11	BCLAD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Air Reading														
1	1.13	TOSA Literacy Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$128,500.00	$0.00	$128,500.00				$128,500.00	
1	1.14	Write Brain Curriculum	All Students with Disabilities LTELs	No			All Schools		$0.00	$46,307.00		$46,307.00			$46,307.00	
2	2.1	TCOE Consulting Services	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
2	2.2	Close Read and Lit Circle Professional Development														
2	2.3	Ag Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$140,500.00	$24,500.00	$140,500.00			$24,500.00	$165,000.00	
2	2.4	Technology Coordinator and Tech support (Mid Valley IT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$135,441.00	$20,000.00			$115,441.00	$135,441.00	
2	2.5	Art Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,500.00	$0.00	$135,500.00				$135,500.00	
2	2.6	Updates to Technology	All	No			All Schools	Ongoing								
2	2.7	Field Trips	All	No			All Schools	Ongoing	$0.00	$35,000.00	$25,000.00			$10,000.00	$35,000.00	
2	2.8	VAPA Pathway	All	No			All Schools	Ongoing	$0.00	$30,000.00				$30,000.00	$30,000.00	
2	2.9	Induction Program	All	No			All Schools		$4,000.00	$0.00				$4,000.00	$4,000.00	
2	2.10	Professional Development	All	No			All Schools	Ongoing	$0.00	$6,000.00				$6,000.00	$6,000.00	
2	2.11	Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grade	Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
2	2.12	Additional Science prep														
3	3.1	Family Resource Center	All	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
3	3.2	Parent training programs	All	No			All Schools	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
3	3.3	Social Worker														

2026-27 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
6,601,314	1,202,297	18.213%	0.571%	18.784%	$1,252,268.00	0.000%	18.970 %	**Total:**	$1,252,268.00
								LEA-wide Total:	$1,015,364.00
								Limited Total:	$236,904.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,264.00	
1	**1.5**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$96,904.00	
1	**1.7**	K-2nd grade Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,600.00	
1	**1.9**	Librarian Tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.11**	BCLAD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$140,000.00	
1	**1.13**	TOSA Literacy Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,500.00	
2	**2.3**	Ag Pathway	Yes	LEA-wide	English Learners Foster Youth	All Schools	$140,500.00	

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 (%)
					Low Income			
2	**2.4**	Technology Coordinator and Tech support (Mid Valley IT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.5**	Art Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,500.00	
2	**2.11**	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grade	$115,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,918,500.00	$1,825,682.00

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**	School Counselor	Yes	$140,000.00	135,115
1	**1.2**	Wellness Room	No	$25,000.00	25,000
1	**1.3**	Psychologist	No	$95,000.00	95,000
1	**1.4**	ELD Consultant	No	$18,000.00	18,000
1	**1.5**	Bilingual Aides	Yes	$104,000.00	95,000
1	**1.6**	Learning Center			
1	**1.7**	K-2nd grade Instructional Aides	Yes	$270,000.00	268,958
1	**1.8**	Math TOSA			
1	**1.9**	Librarian Tech	Yes	$30,000.00	25,772
1	**1.10**	Additional Teachers hired for smaller class sizes	Yes	$230,000.00	213,372
1	**1.11**	BCLAD Teacher	Yes	$133,000.00	134,672
1	**1.12**	Air Reading	No	$70,000.00	35,900

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	2.1	TCOE Consulting Services	No	$35,000.00	35,000
2	2.2	Close Read and Lit Circle Professional Development			
2	2.3	Ag Pathway	Yes	$145,000.00	145,000
2	2.4	Technology Coordinator and Tech support (Mid Valley IT)	Yes	$200,000.00	206,373
2	2.5	Art Teacher	Yes	$140,000.00	140,000
2	2.6	Updates to Technology	No	$25,000.00	19,212
2	2.7	Field Trips	No	$15,000.00	15,000
2	2.8	VAPA Pathway	No	$20,000.00	20,000
2	2.9	Induction Program			
2	2.10	Professional Development	No	$10,000.00	10,000
2	2.11	Music Teacher	Yes	$110,000.00	99,735
2	2.12	Additional Science prep	Yes	$18,000.00	8,830
3	3.1	Family Resource Center	No	$10,000.00	10,000
3	3.2	Parent training programs	No	$7,500.00	23,537

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Social Worker	No	$68,000.00	46,206

2025-26 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)
1,339,747.00	$1,402,413.00	$1,304,646.00	$97,767.00	0.000%	0.000%	0.000%

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	School Counselor	Yes	$140,000.00	$135,115		
1	1.5	Bilingual Aides	Yes	$86,413.00	$65,275		
1	1.7	K-2nd grade Instructional Aides	Yes	$270,000.00	$268,958		
1	1.9	Librarian Tech	Yes	$30,000.00	$25,772		
1	1.10	Additional Teachers hired for smaller class sizes	Yes	$230,000.00	$213,372		
1	1.11	BCLAD Teacher	Yes	$133,000.00	$133,960		
2	2.3	Ag Pathway	Yes	$145,000.00	$128,355		
2	2.4	Technology Coordinator and Tech support (Mid Valley IT)	Yes	$100,000.00	$100,000		
2	2.5	Art Teacher	Yes	$140,000.00	$125,279		
2	2.11	Music Teacher	Yes	$110,000.00	99,735		
2	2.12	Additional Science prep	Yes	$18,000.00	$8,825		

2025-26 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)
6,149,803	1,339,747.00	0.00%	21.785%	$1,304,646.00	0.000%	21.214%	$35,101.00	0.571%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

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