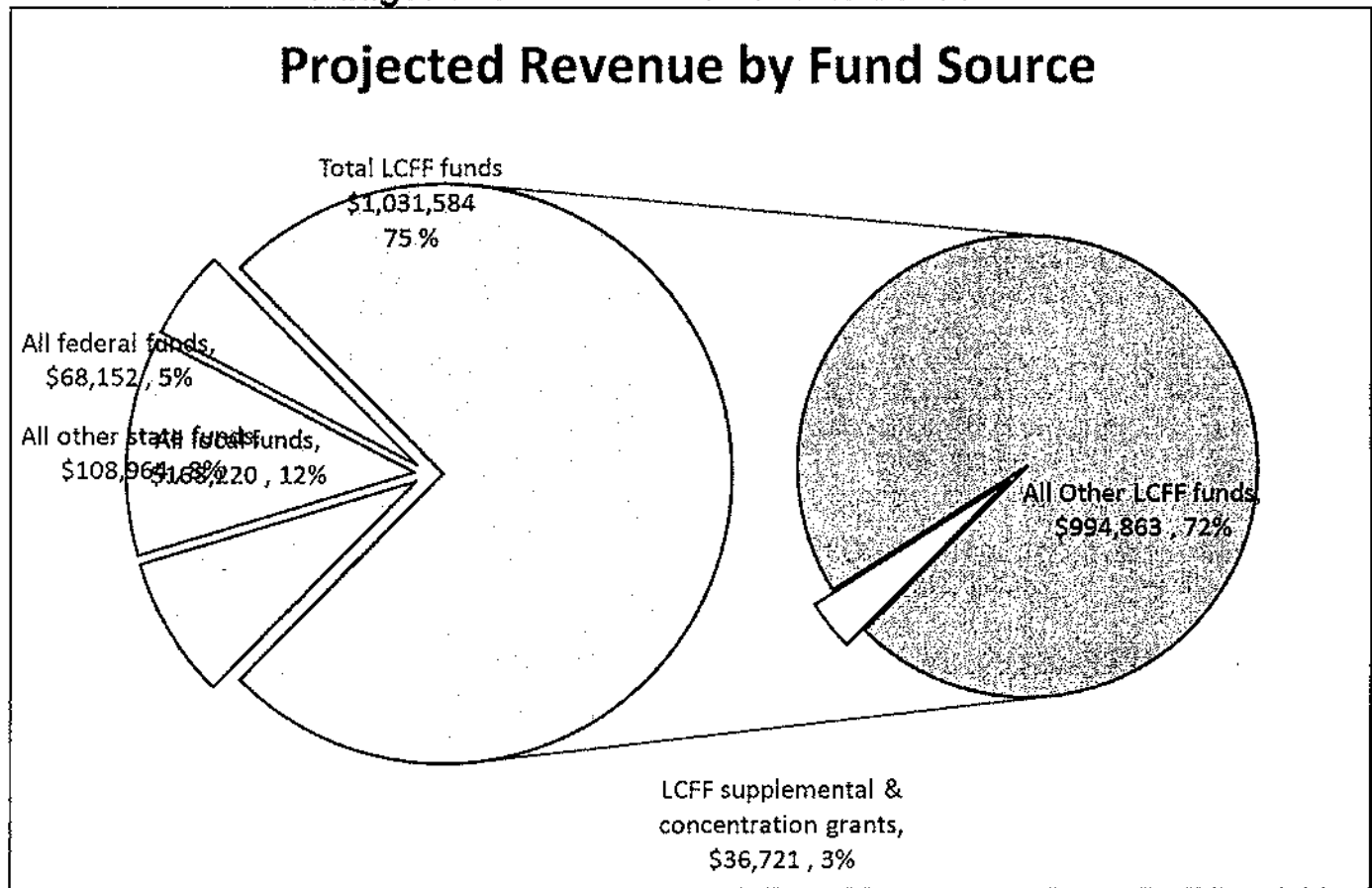


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley Joint Union Elementary District
CDS Code: 40687916043186
School Year: 2024-25
LEA contact information:
Wendy Nielsen
Superintendent/Principal
wnielsen@pleasant-valley-school.org
805-467-3453

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 2024-25 School Year

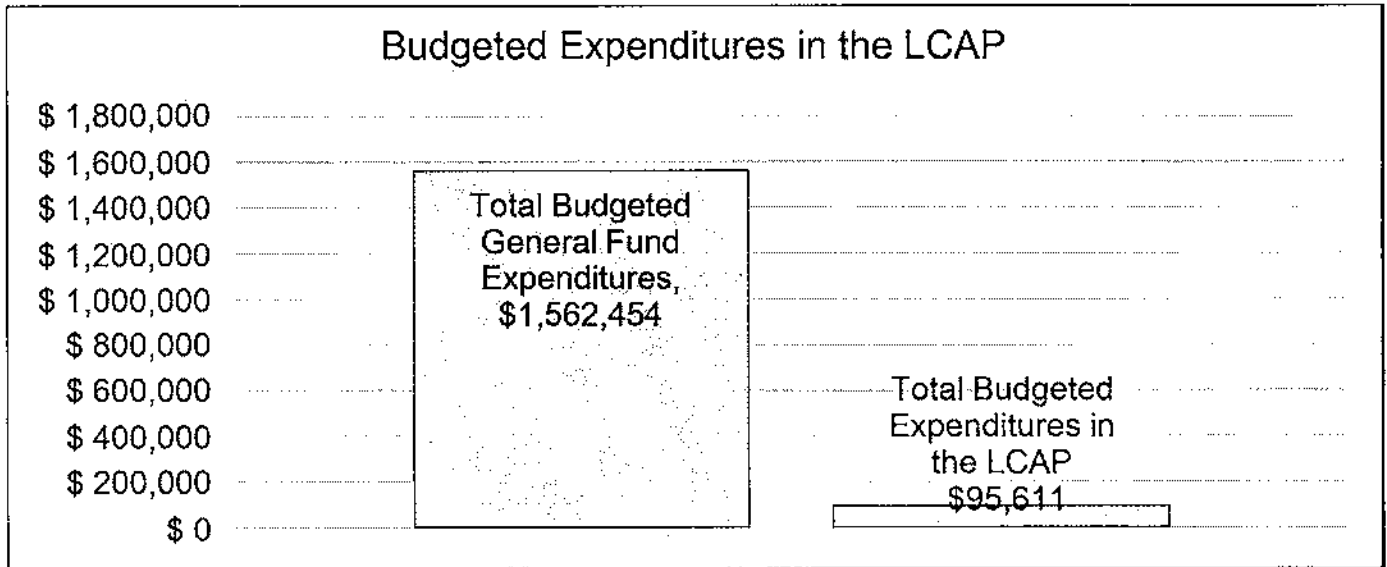


This chart shows the total general purpose revenue Pleasant Valley Joint Union Elementary District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pleasant Valley Joint Union Elementary District is \$1,376,920, of which \$1,031,584 is Local Control Funding Formula (LCFF), \$108,964 is other state funds, \$168,220 is local funds, and \$6,8152 is federal funds. Of the \$1,031,584 in LCFF Funds, \$36,721 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pleasant Valley Joint Union Elementary District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pleasant Valley Joint Union Elementary District plans to spend \$1,562,454 for the 2024-25 school year. Of that amount, \$95,611 is tied to actions/services in the LCAP and \$1,466,843 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

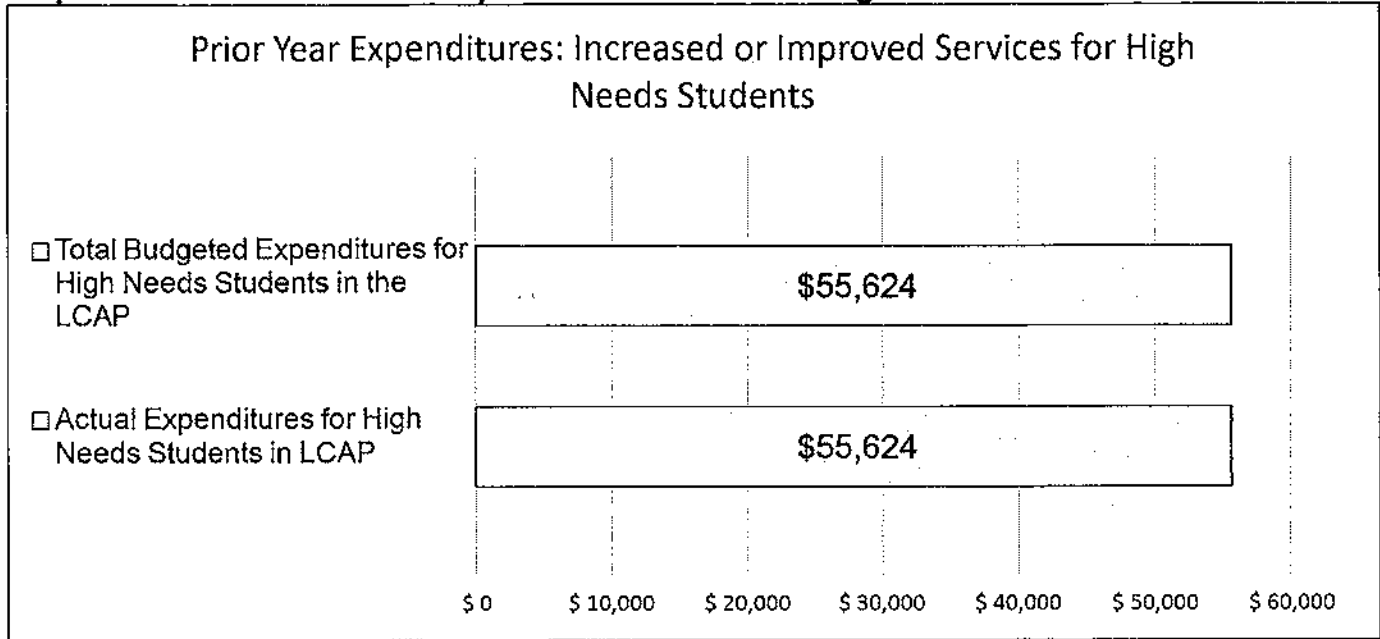
General Fund expenditures include all certificated and most of the classified salaries, benefits, books and supplies, services, and capital outlay

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pleasant Valley Joint Union Elementary District is projecting it will receive \$36,721 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley Joint Union Elementary District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley Joint Union Elementary District plans to spend \$58,875 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 2023-24



This chart compares what Pleasant Valley Joint Union Elementary District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Valley Joint Union Elementary District 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 2023-24, Pleasant Valley Joint Union Elementary District's LCAP budgeted \$55,624 for planned actions to increase or improve services for high needs students. Pleasant Valley Joint Union Elementary District actually spent \$55,624 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Valley Joint Union Elementary District	Wendy Nielsen Superintendent/Principal	wnielsen@pleasant--valley--school.org 805-467-3453

Goals and Actions

Goal

Goal #	Description
1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum as demonstrated through student academic achievement growth on state and local assessments. (State Priorities: 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
William's Uniform Complaints	Data Year: 2021 Data Source: District Records No William's Uniform Complaint Reports	Data Year: 2022 Data Source: District Records No William's Uniform Complaint Reports	Data Year: 2023 Data Source: District Records No William's Uniform Complaint Reports	Data Year: 2024 Data Source: District Records No William's Uniform Complaint Reports	No William's Uniform Complaint Reports
Highly Qualified Teachers	Data Year: 2021 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed.	Data Year: 2022 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed	Data Year: 2023 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed	Data Year: 2024 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed	100% of the teachers are appropriately assigned and fully credentialed
Access to Standards Materials	Data Year: 2021 Data Source: District Records All students have access to all standards based materials.	Data Year: 2022 Data Source: District Records All students have access to all standards based materials.	Data Year: 2023 Data Source: District Records All students have access to all standards based materials.	Data Year: 2024 Data Source: District Records All students have access to all standards-based materials.	All students have access to all standards based materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CAASPP English Language Arts Results Adjusted: Met or Exceeded Standard	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Data Year: 2021 Data Source: DataQuest All: 66.67% EL: 60.0% SWD: 57.1% LI: 52.9%	Data Year: 2022 Data Source: DataQuest All: 75.86% EL: 100% SWD: 50% LI: 72.73%	Data Year: 2023 Data Source: DataQuest All: 74.19% EL: 75% SWD: 55.6% LI: 77.8%	Original: TBD once results become available. Adjusted: All: 72% EL: 65% SWD: 61 % LI: 55%
CAASPP Mathematics Results Adjusted: Met or Exceeded Standard	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	Data Year: 2021 Data Source: DataQuest All: 44.45% EL: 0% SWD: 28.6% LI: 29.4%	Data Year: 2022 Data Source: DataQuest All: 68.97% EL: 50% SWD: 25% LI: 81.82%	Data Year: 2023 Data Source: DataQuest All: 54.84% EL: 75.0% SWD: 22.2% LI: 77.8%	Original: TBD once results become available. Adjusted: All: 50% EL: 25% SWD: 35% LI: 35%
English Language Learner Reclassification Adjusted: Moved up on band on the ELPAC and percentage reclassified	Data Year: 2020 Data Source: ELPAC and district records 5% of the students move up at least one band on the ELPAC assessment. 7% of the students reclassified	Data Year: 2021 Data Source: ELPAC and district records 62.5% of the students move up at least one band on the ELPAC assessment. 50% of the students reclassified	Data Year: 2022 Data Source: ELPAC and district records 25% of the students move up at least one band on the ELPAC assessment. 0% of the students reclassified	Data Year: 2023 Data Source: ELPAC and district records 33.3% of the students move up at least one band on the ELPAC assessment. 33.3% of the students reclassified	Data Source: ELPAC and district records Adjusted: 75% of the students move up at least one band on the ELPAC assessment. 50% of the students reclassified
Long Term English Language Learner Percentage	Date Year: 2020 Data Source: ELPAC	Date Year: 2021 Data Source: ELPAC	Date Year: 2022 Data Source: ELPAC	Date Year: 2023 Data Source: ELPAC	Data Source: ELPAC and Adjusted:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	45.8% of the students who were in the 5 year or more cohort assessed to be proficient	50% of the students who were in the 5 year or more cohort assessed to be proficient	0% of the students who were in the 5 year or more cohort assessed to be proficient	50% of the students who were in the 5 year or more cohort assessed to be proficient	60% of the students who were in the 5 year or more cohort assessed to be proficient
STAR Reading Assessment	Data Year: May 2021 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 0.9% months of growth	Data Year: March 30, 2022 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 1.0% months of growth	Data Year: March 23, 2023 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 0.5% months of growth	Data Year: March 26, 2024 Data Source: Renaissance Learning Overall growth on STAR reading assessment is 0.60% months of growth	Data Source: Renaissance Learning Overall growth on STAR reading assessment is 1.25% months of growth
Implementation of State Standards	Data Year: 2021 Data Source: District Records Currently, we are at the full implementation stage for English language arts, math, health, physical science, and education. We are at the implementation stage for the social studies	Data Year: 2022 Data Source: District Records We are at the full implementation stage for English language arts, math, health, physical science, and physical education. We are still at the implementation stage for the social studies	Data Year: 2023 Data Source: District Records We are at the full implementation stage for English language arts, math, health, physical science, and physical education. We are still at the implementation stage for the social studies	Data Year: 2024 Data Source: District Records We are at the full implementation stage for English language arts, math, health, physical science, and physical education. We are still at the implementation stage for the social studies	Full implementation and sustainability of all standards, with the exception of social studies as those standards. Social studies will be at the implementation stage in 2020-2021.
Broad Course of Study	Data Year: 2021 Data Source: District Records 100% of the students have access to	Data Year: 2022 Data Source: District Records 100% of the students have access to	Data Year: 2023 Data Source: District Records 100% of the students have access to	Data Year: 2024 Data Source: District Records 100% of the students have access to	100% of the students have access to enrichment programs, which include music, art and drama as well

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	enrichment programs, which include music, art and drama as well as many CTE strands.	enrichment programs, which include music, art and drama as well as many CTE strands.	enrichment programs, which include music, art and drama as well as many CTE strands.	enrichment programs, which include music, art and drama as well as many CTE strands	as many CTE strands.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Pleasant Valley Joint Union Elementary School District used the following rating scale to determine its progress in the implementation of the actions to achieve the articulated goal. Ratings are based on an analysis of both input from education partners and metrics.
Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial implementation; 4 - Full Implementation and Sustainability

The actions outlined in Goal One supported the progress in meeting the following goal: All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum as demonstrated through student achievement growth on state and local assessments.

Action 1.1 -- The administration and staff will continue to remain safe and clean school facilities in accordance with Williams Requirements.
Implementation Status: Full Implementation and Sustainability

Action 1.2 -- The administration will purchase supplemental English language arts, mathematics, science, and social studies text and consumables aligned with the California Common Core Standards.

Implementation Status: Full Implementation and Sustainability.

While the district did not use all of the funds set aside for this action item, all required and necessary purchases were made.

Action 1.3 -- The administration and staff will continue to train all staff members, provide materials, and implement California Common Core Standards, ELD standards, Next Generation Science Standards, and social studies standards.

Implementation Status: Full Implementation and Sustainability.

While the teachers and administrator had access to professional development during the school year, most of this was free. The administrator attended two different multi-day workshop trainings for teacher coaching. All of the teachers attended math professional development provided by the Orange County Office of Education. Two teachers participated in training for social-emotional learning, which the district paid for. However, we only spent some of the planned funds.

Action 1.4 -- Provide instructional aides to push into the classroom during the school day.

Implementation Status: Full Implementation.

The salary of one instructional aide was provided. Since the second instructional aide could not be found, additional hours were given to one other aide to help extend the push and model.

Action 1.5 -- Provide certificated staff to free teachers to do individual assessments of their students every six weeks to ensure that small group instruction and individual instruction meet the students' needs.

Implementation Status: Full Implementation.

A certificated teacher was provided for slightly more than half of the school year in order to give the school, the teachers, the students, and the parents more detailed information about the learning progress of their students.

Action 1.6 -- Provide an afterschool homework club and tutoring. We also did not spend all that we had planned on after-school tutoring.

Implementation Status: Full Implementation.

We had planned for two teachers and two tutors/aides to run the program. However, because one teacher quit and another had her home life schedule changed due to her husband's work, we could not provide certificated staff for this year's homework club. We supplemented with less expensive classified employees and continued to offer a three-day-a-week after-school homework club for most of the school year.

Action 1.7 -- Provide a library technician to provide individual and small group tutoring for reading support.

Implementation Status: Full Implementation and Sustainability.

A library technician was provided.

Action 1.8 -- Update school technology.

Implementation Status: Full Implementation and Sustainability.

All required technology was updated to ensure that we could continue to provide quality instruction.

Overall Successes: Given the high number of special needs students who enrolled at the start of the 2023-2024 school year in the third and fourth grades, we largely succeeded in achieving this goal. We maintained much of our academic gains due to our rigorous, relevant, and engaging instruction in most areas. At the end of the 2022-2023 school year, our students overall were better prepared for the next grade level. However, as mentioned before, we inherited four third/fourth graders from other districts who, as a result of COVID distance learning complications, came to the school with reading and math skills at the kindergarten level. The fifth-grade students, however, significantly improved their science assessment scores.

At the end of the 2022-2023 school year, two students were reclassified ELD learners. We had only one LTEL student, which was an improvement. Our overall STAR reading thus far into this school year is very slightly behind the pace of where it should be for the academic year.

Overall Challenges: The inability to hire and retain qualified, certified, and classified staff continues to be an issue. For roughly half of the school year, the school did not have a fifth-sixth grade teacher and had to rely on long-term subs.

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

There was a material difference between planned and estimated actual expenditures for professional development (Action 1.3) because most of the professional development received during the 2023-2024 school year was provided free of charge. There was also a material difference between planned and estimated actual expenditures for small group response to intervention reading (Action 1.5). This was because the cycles of assessment and reassessment happened on a less frequent basis than what was originally planned. As noted above there was material difference between planned and estimated actual expenditures for afterschool tutoring and homework club because the lack of certificated teachers made it that we had to use classified employees instead. The cost for classified employees is significantly less than that for certificated teachers.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings are based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 --Not Effective; 2 -- Somewhat Effective; 3 --

Effective. The actions outlined in Goal One helped make progress towards the LEA goal: To support the progress in meeting the goal to improve student academic achievement.

Action 1.1 -- The administration and staff will continue to remain safe and clean school facilities in accordance with Williams Requirements.

Effectiveness of Action: Effective

Metric: No Williams Uniform Complaint Reports

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement.

Action 1.2 -- The administration will purchase supplemental English language arts, mathematics, science, and social studies text and consumables aligned with the California Common Core Standards.

Effectiveness of Action: Effective

Metric: Access to Standards Materials

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement.

Action 1.3 -- The administration and staff will continue to train all staff members, provide materials, and implement California Common Core Standards, ELD standards, Next Generation Science Standards, and social studies standards.

Effectiveness of Action: Effective

Metric: Highly Qualified Teachers

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement.

Action 1.4 -- Provide instructional aides to push into the classroom during the school day.

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District did not fully meet this requirement. Because this action item has been so effective in the past and because the demographics of the students we had last year were dramatically different than from the previous year, we will continue this action into the new three-year cycle. The district scores overall still outperform the state and county schools.

Action 1.5 -- Provide certificated staff in order to free teachers up to be able to do individual assessments of their students every six weeks to ensure that small group instruction and individual instruction meet the needs of the students

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District did not fully meet this requirement. Because this action item has been so effective in the past, and because the demographics of the students we had last year were dramatically different than from the previous year, we will continue this action into the new three-year cycle. The district scores overall still outperform the state and county schools.

Action 1.6 -- Provide afterschool homework club and tutoring. We also did not spend all that we had planned for after-school tutoring.

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District did not fully meet this requirement. Because this action item has been so effective in the past, and because the demographics of the students we had last year were dramatically different than from the previous year, we will continue this action into the new three-year cycle. The district scores overall still outperform the state and county schools.

Action 1.7 -- Provide a library technician who will provide individual and small group tutoring for reading support

Effectiveness of Action: Somewhat Effective

Metric: CAASPP (ELA and Math) and English Language Learner Reclassification

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District did not fully meet this requirement. Because this action item has been so effective in the past, and because the demographics of the students we had last year were dramatically different than from the previous year, we will continue this action into the new three-year cycle. The district scores overall still outperform the state and county schools.

Action 1.8 -- Update school technology.

Effectiveness of Action: Effective

Metric: Access to Standards Materials

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement.

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

Action Items 1.4-1.7

These actions did not have the complete intended outcome based on the associated metrics as described in prompt three. However, we will continue to offer the action due to educational partner feedback and student feedback. These actions have been a part of the Pleasant Valley Joint Union Elementary School District's past four LCAPS, and for all of those years, these actions have positively impacted the ultimate outcomes. This past year, the impact was not as apparent due to the influx of four third-grade students who came to the district performing three grades below grade level. Each of those four students was given intensive tier-three interventions throughout the school year. COVID loss prevention funds were used to bring in a push-in intervention teacher, who works both individually and in small groups with struggling students. While the students did show some growth, all four ultimately qualified for special education services because the intensive interventions did not produce the desired results.

There are no substantive changes planned to either the goal or the actions from last year's LCAP. If our class sizes permit it, we will bring back the second instructional aide. The decision will be made during the summer of 2024 based on our enrollment numbers.

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

Goals and Actions

Goal

Goal #	Description
2	Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.(Priority 5, Priority 7, and Priority 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023--24
Student Attendance	Data Year: 2021 Data Source: District Records 94.8% attendance	Data Year: As of March 14, 2022 Data Source: District Records 93.2% attendance	Data Year: As of March 28, 2023 Data Source: District Records 92.7% attendance	Data Year: As of February 23, 2024 Data Source: District Records 95.91% attendance	96.2% attendance
Chronic Absenteeism	Data Year: 2021 Data Source: District Records 7% of the students qualified as being chronically absent	Data Year: As of March 14, 2022 Data Source: District Records ____% of the students qualified as being chronically absent	Data Year: As of March 28, 2023 Data Source: District Records 21.4% of the students qualified as being chronically absent	Data Year: As of March 25, 2024 Data Source: District Records 3.8% of the students qualified as being chronically absent	Fewer than 4% of the students will be chronically absent
Pupil Suspension Rates	Data Year: 2021 Data Source: District Records 0%	Data Year: As of March 14, 2022 Data Source: District Records 0%	Data Year: As of March 28, 2023 Data Source: District Records 0%	Data Year: As of March 25, 2024 Data Source: District Records 0%	Maintain 1% or better
Pupil Expulsion Rate	Data Year: 2021	Data Year: As of March 14, 2022	Data Year: As of March 28, 2023	Data Year: As of March 25, 2024	Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Data Source: District Records 0%	Data Source: District Records 0%	Data Source: District Records 0%	Data Source: District Records 0%	
School Safety and Connectiveness	Data Year: 2021 Data Source: District Records Nineteen students whose social/emotional needs have been address by staff during the school year as referenced in the student LCAP survey	Data Year: As of March 14, 2022 Data Source: District Records Six students have had their social/emotional needs addressed by staff as referenced in the student LCAP survey	Data Year: As of March 28, 2023 Data Source: District Records Twelve students have had their social/emotional needs addressed by staff as referenced in the student LCAP survey	Data Year: As of March 25, 2024 Data Source: District Records Eight students have had their social/emotional needs addressed by staff as referenced in the student LCAP survey	Five students whose social/emotional needs have been address by staff during the school year as referenced in the student LCAP survey
Bullying	Data Year: 2021 Data Source: District Records One student reported being bullied by a fellow student during the 2020-2021 school year.	Data Year: As of March 14, 2022 Data Source: District Records One student reported being bullied by a fellow student during the 2021-2022 school year.	Data Year: As of March 28, 2023 Data Source: District Records No students reported being bullied by a fellow student during the 2022-2023 school year.	Data Year: As of March 25, 2024 Data Source: District Records One student reported being bullied by a fellow student thus far during the 2023-2024 school year.	Zero students report being bullied by a fellow student
William's Complaints - Facilities	Data Year: 2021 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2022 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2023 Data Source: No Williams Complaints Facilities in good repair.	Data Year: 2024 Data Source: No Williams Complaints Facilities in good repair.	No Williams Complaints. Facilities in good repair.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Pleasant Valley Joint Union Elementary School District used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings are based on analyzing both input from education partners and metrics.
Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation and Sustainability

The actions outlined in Goal Two supported the progress in meeting the following goal: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes academic excellence and daily attendance.

Action 2.1 -- The administration and staff will enhance the implementation of our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies.

Implementation Status: Full Implementation and Sustainability.

The district used all of the funds set aside for this action item, making all required and necessary purchases. Additional funds were also used for this action item.

Action 2.2 -- The administration will continue to provide students with many educational opportunities, including assemblies, programs, and field trips, throughout each school year, allowing them to experience events that they may not have experienced.

Implementation Status: Full Implementation and Sustainability.

While the district did not use all of the funds set aside for this action item, all required and necessary purchases were made. The district benefited from free assemblies and other enrichment opportunities, so all the funds set aside were not needed.

Action 2.3 -- The administration will update outdated physical education equipment and curriculum materials.

Implementation Status: Full Implementation and Sustainability.

The district did not spend all of the funds set aside for this action item, but it made all needed purchases.

Action 2.4 The staff will continue to use the Second Step social/emotional and bullying materials to instruct students on how to improve their social/emotional health.

Implementation Status: Full Implementation.

No funds were set aside for this action item. However, general education teachers continue to implement the Second Step curriculum in their weekly lesson plans. Two teachers also participated in professional development to help their students with their social-emotional 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.

There was a material difference between planned and estimated actual expenditures for school attendance (Action 2.1 because the district chose to spend additional funds for this action item. There was also a material difference between planned and estimated actual expenditures for enrichment opportunities (Action 2.2). This was because the district was able to secure free enrichment opportunities (CDF presentation and the ballet folklórico presentation). We also did not spend all of the funds set aside for physical fitness opportunities because, at the end of the year, it was determined that we had all of the equipment that was needed and that could be stored, given our limited storage space. .

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings are based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 --Not Effective; 2 -- Somewhat Effective; 3 -- Effective.

The actions outlined in Goal One helped make progress towards the LEA goal: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

Action 2.1 -- The administration and staff will enhance the implementation of our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies.

Effectiveness of Action: Effective

Metric: Attendance rate and chronic absenteeism rate

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District met this requirement.

Action 2.2 -- The administration will continue to provide students with many educational opportunities, including assemblies, programs, and field trips, throughout each school year, allowing them to experience events that they may not have experienced.

Effectiveness of Action: Effective

Metric: Access to enrichment opportunities

Analysis Statement: As noted in the previous section, Pleasant Valley Joint Union Elementary School District offered many and varied enrichment opportunities for its students.

Action 2.3 -- The administration will update outdated physical education equipment and curriculum materials.

Effectiveness of Action: Effective

Metric: Access to equipment and curriculum

Analysis Statement: As noted in the previous section above, Pleasant Valley Joint Union Elementary School District met this requirement.

Action 2.4 -- The staff will continue to use the Second Step social/emotional and bullying materials to instruct students on how to improve their social/emotional health.

Effectiveness of Action: Effective

Metric: Social-emotional MTSS referrals

Analysis Statement: Pleasant Valley Joint Union Elementary School District continues to treat each student as if he/she is on an individual education plan. This is in part possible because of our extremely small size. All referrals are addressed and staff assigned tier two or tier three interventions.

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

Action Item 2.1

This action was completely successful as we were able to improve our attendance rate from last year. Our chronic absenteeism rate dramatically improved.

Action Item 2.2

This action item was very successful. Roughly once every month to two months, we had an enrichment opportunity for students throughout the school year. They saw a variety of presentations, including a visit from the CDF, a dance group from Santa Maria, and a rhythm and drum group from San Luis Obispo.

Action Item 2.3

This item was successful. We were able to add a couple of new sports to the regular physical education roster. In addition, we added additional play equipment for recess. We would have been unable to add many more physical education equipment items due to a lack of storage. We were also able to receive a \$1,600 grant from Justin winery, which enabled us to purchase yoga mats.

Action Item 2.4

This action item was successful. The teachers continue to use the Second Step social emotional and anti-bullying materials. There are no substantive changes planned to either the goal or the actions from last year's LCAP

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

Goals and Actions

Goal

Goal #	Description
3	Pleasant Valley School will cultivate parent and community engagement to support student success and enhance school culture and climate (Priority 3, Priority 4, Priority 5, Priority 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Efforts to Seek Parent Input	Data Year: 2021 Data Source: District Records Zero to three parents attend meetings	Data Year: 2022 Data Source: District Records Two to four parents attend meetings	Data Year: 2022 Data Source: District Records Two to four parents attend meetings	Data Year: 2023 Data Source: District Records Two to four parents attend meetings	Three to six parents attend meetings

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Pleasant Valley Joint Union Elementary School District used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings are based on analyzing both input from education partners and metrics.
Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial implementation; 4 - Full Implementation and Sustainability

The actions outlined in Goal Three supported the progress in meeting the following goal: Pleasant Valley School will cultivate parent and community engagement to support student success and enhance school culture and climate.

Action 3.1 -- The school's administration and staff will continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events and meetings

Implementation Status: Initial Implementation.

The district continues to need help encouraging parents to attend meetings that are not for planning fun events for their students but for focusing on district programs and expenses.

Action 3.2 -- The district will establish parent workshops to help parents better help their struggling children at home with Common Core math, reading, technology, and homework.

Implementation Status: Exploration and Research Phase.

Due to a last-minute need to find a fifth and sixth-grade teacher, added to the fact that the previous year's attendance for parent workshops was very poor, it was determined that we would try to change this action item and turn it around to make it more parent-friendly. Unfortunately, the work required to do so won't be possible except during the summer months when the teachers have additional free time. A new rewritten action item will replace this action item in the 2024-2025 school year LCAP.

Action 3.3—The PVS administration will send parents a copy of the Parent Institute newsletters in English and Spanish each month. This newsletter provides information that helps parents better help their children be more successful academically and socially/emotionally.

Implementation Status: Full Implementation and Sustainability.

Newsletters from the Parents Institute and other agencies are regularly sent home to parents each month.

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 Items One and Three: We were able to use the money that was set aside for these two action items as they were intended. As stated above, due to shortage of qualified staff and the lack of parent interest in attending meetings, step determined that they would change this goal and attempt to approach it from a different angle. No funds were spent towards this action item. A new revised school will be included in the 2024-2025 school year LCAP

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions taken to achieve the articulated goal. Ratings are based on an analysis of inputs from educational partners and metrics. Rating Scale (lowest to highest): 1—Not Effective; 2—Somewhat Effective; 3—Effective.

The actions outlined in Goal One helped make progress towards the LEA goal: Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promotes increased academic excellence and daily attendance.

Action 3.1 -- The school's administration and staff will continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events and meetings
Effectiveness of Action: Somewhat Effective

Metric: Parents' attendance rate at programmatic or school funding meetings.

Analysis Statement: As noted in the metric section above, Pleasant Valley Joint Union Elementary School District did not quite meet this requirement.

Action 3.2 -- The district will establish parent workshops to help parents better help their struggling children at home with Common Core math, reading, technology, and homework.

Effectiveness of Action: Effective

Metric: Parent access to materials to help their students

Analysis Statement: This action item goal was met.

Action 3.3—The PVS administration will send parents a monthly copy of the Parent Institute newsletters in English and Spanish. This newsletter provides information that helps parents better help their children be more successful academically and socially/emotionally.

Effectiveness of Action: Not Effective

Metric: Number of parent workshop meetings and attendance at those meetings.

Analysis Statement: As noted in the previous section above, Pleasant Valley Joint Union Elementary School District did not meet this requirement.

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

Action Item 2.1

This action was not completely successful as we were unable to significantly improve the attendance rate of parents to programmatic or school funding and planning meetings.

Action Item 2.2

This action item was not attempted. A rewritten action item to replace this action item will be placed on the 2024-2025 LCAP.

Action Item 2.3

This item was successful. Parents received regular communication from the school on ways to help their child be successful academically and socially emotionally every month.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education

November 2023

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
Pleasant Valley Joint Union Elementary District	Wendy Nielsen Superintendent/Principal	wnielsen@pleasant-valley-school.org 805-467-3453

Plan Summary [2024-25]

General Information

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

Pleasant Valley School (P.V.S.) serves kindergarten through 6th grade students in a rural community northeast of Paso Robles. It is part of a single school district that extends from San Luis Obispo and Monterey Counties. Currently, there are fifty-three students enrolled at P.V.S.

The student-to-teacher ratio averages 7:1. The teaching staff includes:

- Four full-time regular education teachers.
- One part-time special education teacher.
- A part-time speech therapist.
- Five instructional aides.
- One library technician.

The campus is situated on five acres (with an additional five unused acres to the south of the school) and is surrounded by vineyards. The rural setting lends itself to the agricultural programs offered by the school, including a school garden.

The faculty and staff of P.V.S. are highly qualified, caring professionals who promote a warm, safe, and family-oriented atmosphere. They value pride in education and lifelong learning. Each year, the school receives numerous inter-district transfer requests from parents who wish to have their students attend P.V.S. but do not live in the district. Students are expected to rise to the highest standards of the faculty and staff set. A rigorous curriculum based on the California Common Core Standards is emphasized for all students and encompasses all areas of study. The small nature of the school often results in combination/multi-grade classes. This class configuration demands that teachers differentiate for each student, thus creating an academic program that caters to individual student needs.

Professional Learning Communities (P.L.C.) and shared leadership are highly valued at P.V.S. because of their positive impact on student learning. Students are released one hour early each Wednesday to allow teachers to meet in the P.L.C. to evaluate assessments, assess student data, plan, and participate in ongoing professional development. Additionally, teachers participated in four workdays (non-student contact days) focused on professional development, planning, and preparation. Teachers are released to attend various workshops and

observe other classrooms throughout the school year.

Students come from various backgrounds and have different needs. Currently, P.V.S. serves five English Learners (9 % of the school's population). Seventeen (32%) of students are economically disadvantaged, as identified by those who qualified for free or reduced lunch. Twelve students have I.E.P.s. In addition, the district serves several other students who receive more intensive services through Paso Robles Joint Unified School District. Students with special needs are accommodated in a variety of programs that strive to develop a balance between consultation, pull-out, and inclusion models, such as the Resource Specialist Program (R.S.P.). Instructional aides work in the classroom daily in close collaboration with the classroom and R.S.P. teachers. One E.L. instructional aide has been designated to give extra support to English Learners. Intervention strategies are delivered in in-class and pull-out models.

The Student Study Team (S.S.T.) process is used to identify students needing extra support. When students are identified as "at risk," a Student Study Team meeting is held. Parties typically involved in the S.S.T. meeting are the classroom teacher, resource teacher, parent, administrator, and any other staff that could give valuable input to the S.S.T. After faculty and staff have tried multiple interventions and have had ongoing communication with families with no satisfactory progress, the S.S.T. team meets to make further suggestions for intervention. It may or may not suggest testing a student for special education services.

The surrounding community is supportive and active at Pleasant Valley School. Parents volunteer in the classrooms and at school functions. They are invited to participate in decisions and goal-setting throughout the school year. They are encouraged to give their feedback on a yearly survey and at school meetings designed to gather parent input, P.A.S.E. (Parents Actively Supporting Education)(the District's P.T.O.), and the School Site Council (S.S.C.).

Family involvement is welcome and encouraged. Students and their families annually enjoy a Fall Harvest Festival, Thanksgiving Feast, Family Fun Run, Student Performances, Track and Field Day, School Movie Party, Open House, Science Night, and other fun family-oriented events. Many of these events are organized by P.A.S.E. The school also offers afterschool enrichment classes to promote the arts, an afterschool program, and 1:1 Chromebooks for all students K-6.

Pleasant Valley Joint Union Elementary School District does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

The results of the California Assessment of Student Performance and Progress (CAASPP) given in May 2023 were good. However, they dropped a bit from the 2022 school year. These strong results continued a trend that we had been seeing. The data from the 2022 CAASPP assessment for both English language art and mathematics was better than the results from 2021. The data shows that for the 2022 testing year, 75.86% of Pleasant Valley students were proficient or advanced in English language arts, and 68.97% were proficient or advanced in mathematics. The state average for ELA in 2022 was 47.06%, and the County of San Luis Obispo average was 51.35%. In mathematics, the state average in 2022 was 33.38%, and the County of San Luis Obispo average was 38.57%. We did not see a huge jump in reclassifications for English Language Development students. No students were reclassified in 2022.

The data shows that for the 2023 testing year, 74.19 % of Pleasant Valley students were proficient or advanced in English language arts (ELA), and 54.84 % were proficient or advanced in mathematics. Low socioeconomic students scored the worst on the ELA test. They averaged 52.9 % proficient or advanced. Our students with disabilities scored the worst on the mathematics test, with 28.6 % proficient or advanced. For the first time, the fifth-grade science test was officially given. Of the eight fifth-grade students who took the test, 62.5 % scored within the proficient or advanced levels. One student with a Section 504 plan almost became proficient but came up short. The state average for ELA in 2023 was 46.66 %, and the County of San Luis Obispo average was 52.26 %. In mathematics, the state average in 2023 was 34.62 %, and the County of San Luis Obispo average was 39.59 %. For English Learner students, 7% of the students were reclassified.

Our most significant area of need for the past few years is to correct our chronic absenteeism rate. The issue had been isolated to only our Hispanic student population in past years. Generally, our absenteeism rate overall was at 96%. However, for the 2021-2022 school year, we had many problems with student attendance due to the pandemic and some of the mandates that were in place due to the pandemic. The chronic absenteeism rate in 2021-2022 was 30.5 %, which caused the district to be placed on a Comprehensive Support and Improvement plan. The attendance rate improved significantly for the 2022-2023 school year, so much so that the district no longer has to be on a Comprehensive Support and Improvement Plan. The chronic absenteeism rate for 2022-2023 was higher than we wanted, but only 10.3 %. The rate for San Luis Obispo County was 24.8 %, and for the state it was 25.4 %.

Parent participation has also been a traditional area of need for PVJUESD. We have a considerable number of parent volunteers throughout the school year. Over 60-70% of our parents volunteer at least once during the school year. However, though our parents are very involved in the school for school events, fundraising, and celebrations, the overwhelming majority have shown reluctance to be a part of any decision-making process about school programs or results. Parent participation in these types of meetings has seen a small improvement these past few years. The number of parents who attend these meetings has gone from none to only one or two parents to at least two and sometimes four parents. The main reason for this increase is that these meetings during school closures due to the pandemic were held virtually, which makes it easier for many of our parents to attend. As a result, we continued the virtual meetings trend for some of our required meetings. We have also had fewer than the desired number of parents completing parent surveys. We've utilized the parent organization to help get the word out about these surveys, so those numbers have improved slightly. The PTO has also been needed for any effort to obtain more parent feedback on school plans. Typically, between six to ten parents attend the PTO meetings. Our hope is once parents become more comfortable with attending parent workshops and learning how their children are learning in the classroom, they will be more willing to participate in future meetings in which decisions are made about school programs.

Reflections: Technical Assistance

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

Not applicable-LEA is not eligible for or has not requested technical assistance.

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
Certificated Teachers	<p>To prepare for the 2024-2025 Local Control Accountability Plan (LCAP), the administration met with the teachers on multiple occasions to discuss the evaluation of the 2023-2024 LCAP and the plans moving forward with the new plan. Meetings that reviewed the old plan took place at the regularly scheduled staff meetings. The first was on the second day back for the new school year and then again at the October meeting. Discussions about the new plan began in January when the surveys went out to all staff and students, as well as the survey that went out to parents and the community. All five teachers were in attendance unless absent on the day of the meetings. General staff meetings are held on the first Wednesday of the month. The teachers believed that the plan we have been working on for the past four years is solid and needs to continue. The parent workshops, however, need to be retooled, and a replacement idea was created for the new plan.</p> <p>Pleasant Valley Joint Union Elementary School District (PVJUESD) does not have a bargaining unit, as none of the five teachers pay into the local union. The district has never had a classified staff bargaining unit.</p> <p>Parents of PVJUSD students were actively engaged in the LCAP process, with three distinct opportunities for their input. They were invited to participate in online surveys in January and February, a general LCAP meeting in May, and a discussion at the PTO meeting in May.</p>

Educational Partner(s)	Process for Engagement
Administration	<p>As the sole administrator, the superintendent played a pivotal role in the LCAP evaluation process. She was present in all meetings, ensuring the smooth flow of discussions and a comprehensive understanding of the plan. The superintendent also took on the responsibility of drafting and finalizing the plan, demonstrating their commitment to the success of the LCAP.</p>
Classified Staff	<p>Several of the classified staff attend the monthly staff meeting. So just as the teachers were introduced above, so were the staff members. For a handful of staff members who only work for a few hours each day the superintendent met with each individually to discuss their part of the plan and out how they felt the action items were working or not working.</p> <p>Pleasant Valley Joint Union Elementary School District (PVJUESD) does not have a bargaining unit, as none of the five teachers pay into the local union. The district has never had a classified staff bargaining unit.</p> <p>Parents of PVJUESD students were actively engaged in the LCAP process, with three distinct opportunities for their input. They were invited to participate in online surveys in January and February, a general LCAP meeting in May, and a discussion at the PTO meeting in May.</p>
Students	<p>The teachers instructed the students in grades three through six to use an online link to take a survey. This year's survey included more social-emotional and well-being questions than in previous years, as per the new requirements. No additional meeting was held for them because the students attending PVJUESD are all primary or elementary-age students.</p>
School Site Council and Parents	<p>The School Site Council (SSC) discussed the plan twice during the school year. First, at the year's first meeting, an analysis of how last year's LCAP functioned was discussed, and data and supporting information were shared. A discussion of what the new plan should look like was held at the December SSC meeting. At the May SSC meeting, the draft of the plan was shared with the Council. Because the district only has six English language learner students, we are not</p>

Educational Partner(s)	Process for Engagement
	<p>required to have either an ELAC or a DELA committee. However, all parents were invited to the other parent meetings. The continued practice has been that the meeting should be bilingual when necessary, as the superintendent is a Spanish speaker. The parent survey was written in both English and Spanish. An additional LCAP parent meeting was held in early May.</p>
SELPA	<p>Also, in May, the administrator met with the representative from the local SELPA organization to review the plan to ensure that the needs of special education students were being addressed. The plan to meet with the local homeless representative was canceled. However, the plan does address the needs of homeless students. Pleasant Valley Joint Union Elementary School District does not currently serve any foster youth.</p>

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

Feedback from these meetings and surveys is listed below:

Unfortunately, only nine parents and community members responded to this year's survey. This is down slightly from last year's numbers. However, overwhelmingly, those nine parents, in response to questions about academic instruction, support for struggling students, support for gifted students, support for students with special needs, support for students who struggle with positive behaviors or who are struggling emotionally, opportunities to volunteer, the school's communication systems, school climate, school facilities, and ability of the school to prepare students for middle school high school and eventually college declared that the school was doing a good or great job.

There were two suggestions when given the opportunity to make suggestions for improvement. The first was to do everything we could to bring back the afterschool daycare program, which we have been struggling to do since COVID. The district has had a job posted for four years but has not gotten a single applicant. The second suggestion was that the students do fewer group activities and fewer activities on computers, but instead, they should do more paper and pencil and textbook activities.

The twelve parents who attended the either the PTO meeting, the School Site Council meeting, and/or the LCAP Parent meeting were all very complimentary of the school's progress these past three years and favor keeping the LCAP goals and actions the same. They were particularly pleased with the parent workshop action item change, which said that staff would create flipped lessons online to help parents and students understand individual math problems. In addition, their wish list would include expanding the afterschool programs to include more art, music, languages, and sports. They know it is difficult to find qualified staff for these offerings.

Thirty-five students from the third through sixth grades took the expanded student survey. The survey included additional social and emotional questions that were not included in the parent survey. Overall, the students are very happy and feel connected to the school. There appear to be three to four students who sometimes feel disconnected and sometimes feel that the rules are unfair. However, 100% of the students reported feeling that adults wanted them to be successful. The one growth area in the survey is that thirteen students reported being unhappy to come to school each day. This number is unusually high for the school, and it may reflect things happening on or around the survey date. While this is not something we would create a goal or action item for, it is a concern that needs to be addressed by all staff. Increased focus on social-emotional learning could be used to address this issue. Increased funding for social-emotional lessons will be added to this plan to that effect.

Written feedback for improvements from the students included the following: more time to complete work, mowing the grass shorter to make it safer, giving more brain breaks, allowing students to use and bring technology in and out of school, having better lunches, and doing more art projects. One student reported, "I think it would help is that we could do like the same thing just a tiny bit fun so I don't get a little bored."

Teachers and staff felt that the plans we had implemented in our previous LCAPs should be continued. They felt that the parent workshops, aside from the first one, had not been attended. They felt we should abandon the plan to create parent workshops because they are a lot of work for very little attendance. Instead, they are in favor of creating flipped lessons online that allow parents and students to watch videos showing how to understand and solve math concepts and problems. An action item was created for this.

One aspect of the LCAP that was influenced by the student feedback was the continuation of funding for enrichment opportunities and increased focus on social-emotional learning. We plan to continue to use LCAP funds in conjunction with Expanded Learning Opportunities Plan funds to try to offer more after-school programs such as sports, dance, and Spanish. As mentioned before, one challenge to this increase continues to be finding qualified staff to run the programs. Another major area of change will be the ability of parents to be more involved in the day-to-day aspects of the school. A continued effort to communicate and follow up on school attendance will also be part of the plan for the district moving forward. The district has been attempting to hire someone to do after-school daycare for the past three years but has been unable to find a qualified person willing to work those specific hours. The district website will be expanded to include additional teacher pages that offer flipped lessons that will permit students and parents to be able to see videos to help them better understand math concepts and problems of Common Core mathematics. Plans to include other subject areas will be included once the math standards have been covered.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum as demonstrated through student academic achievement growth on state and local assessments.	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 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Ensuring that all students are academically successful and prepared for their next grade level is at the core of what we do at Pleasant Valley School. Students who are able to master their current standards are far more likely to be able to master standards in upcoming years and are far more likely to graduate successfully from high school. A high school diploma is essential for any future success in college or in any career.

The results from the 2023 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, educational partner meetings notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The analysis of this data and input has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. Due to the global pandemic and the extended distance learning that took place two years ago, there are still some concerns for some students for Priority 4 and Priority 8. The data shows that there had been some learning loss with the onset of the global pandemic. This is due, in part, to the long period of distance learning for some students, particularly for students who came to us from other districts at the start of the 2022-2023 school year. While these students have improved since their arrival at Pleasant Valley JUESD, there is still room for growth. There are no concerns for Priority 7.

The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that all obligations are met. The accompanying actions, which have been chosen based on their proven effectiveness and reflect the input from all key stakeholders including students, teachers, staff, parents, the site administrator, and the school site council, are detailed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	William's Uniform Complaints	Data Year: 2024 Data Source: District Records No William's Uniform Complaint Reports			Data Year: 2027 Data Source: District Records No William's Uniform Complaint Reports	
1.2	Highly Qualified Teachers	Data Year: 2024 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed.			Data Year: 2027 Data Source: District Records 100% of the teachers are appropriately assigned and fully credentialed.	
1.3	Access to Standards Materials	Data Year: 2024 Data Source: District Records All students have access to all standards-based materials.			Data Year: 2027 Data Source: District Records All students have access to all standards-based materials.	
1.4	Implementation of State Standards	Data Year: 2024 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education. We are at the implementation			Data Year: 2027 Data Source: District Records We are at the full implementation stage for English language arts, math, health, science, and physical education.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Broad Course of Study	Data Year: 2024 Data Source: District Records 100% of the students have access to enrichment programs, including music, art, drama, and many CTE strands.			Data Year: 2027 Data Source: District Records 100% of the students have access to enrichment programs, including music, art, drama, and many CTE strands.	
1.6	CAASPP English Language Arts Result Met or Exceeded Standard	Data Year: 2023 Data Source: DataQuest All: 74.19 % EL: 60.0% SWD: 57.1% LI: 52.9%			Data Year: 2026 Data Source: DataQuest All: 75.0 % EL: 70.0% SWD: 63.0% LI: 70.0 %	
1.7	CAASPP Mathematics Results Met or Exceeded Standard	Data Year: 2023 Data Source: DataQuest All: 54.84 % EL: 0% SWD: 28.6% LI: 29.4%			Data Year: 2026 Data Source: DataQuest All: 60.0 % EL: 50.0 % SWD: 35.0 % LI: 50.0 %	
1.8	CAASPP Science Results	Data Year: 2023			Data Year: 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Met or Exceeded Standard	Data Source: DataQuest All: 62.5% EL: 100% SWD: 0 % LI: 80 %			Data Source: DataQuest All: 70.0% EL: 100% SWD: 50.0 % LI: 80 %	
1.9	English Language Learner Reclassification Moved up on band on the ELPAC and percentage reclassified	Data Year: 2023 Data Source: ELPAC and district records 5% of the students move up at least one band on the ELPAC assessment. 7% of the students reclassified			Data Year: 2026 Data Source: ELPAC and district records 5% of the students move up at least one band on the ELPAC assessment. 20% of the students reclassified	
1.10	Long Term English Language Learner Percentage	Date Year: 2023 Data Source: ELPAC 45.8% of the students who were in the 5-year or more cohort were assessed to be proficient			Date Year: 2026 Data Source: ELPAC 75.0 % of the students who were in the 5-year or more cohort were assessed to be proficient	
1.11	STAR Reading Assessment	Data Year: May 2023 Data Source: Renaissance Learning Overall growth in STAR reading assessment is 0.9% months of growth			Data Year: May 2026 Data Source: Renaissance Learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Overall growth in STAR reading 5% growth	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	William's Requirements	The administration and staff will continue to maintain safe, clean school facilities in accordance with Williams Requirements. The Superintendent/Principal will inspect facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed. This will ensure a safe learning environment for all students and staff.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Curriculum	The administration will purchase supplemental English language arts, mathematics, science, and social studies texts and consumables in alignment with California Common Core Standards. These materials will help the students better access their lessons and the state standards and will provide the teacher with content that is more rigorous.	\$3,000.00	No
1.3	Professional Development	The administration and staff will continue to train all staff members, provide materials and implement California Common Core Standards, ELD standards, Next Generation Science Standards, and social studies standards. To ensure its staff is up to date on scientifically based strategies and guidelines, the district will look for and whenever appropriate and possible engage in professional development opportunities with the County Office of Education and neighboring school districts as well as with other outside agencies whenever possible. The district will provide training for all staff in strategies to promote healthy student development socially and emotionally. It will provide additional training in the use of technology in the classroom. And it will provide curriculum rate time for teachers to meet and create joint units of study across curricular and grade levels. With the professional development, the teachers and staff will be better equipped with the latest evidence-based strategies and programs to continually improve curriculum, instruction, and assessment which will benefit student achievement.	\$2,000.00	No
1.4	Instructional Aides	Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from accessing their learning due to areas of academic or behavioral need. In addition, results from surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions.	\$33,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>As noted in the metric section, English learners, low socio-economic students, and students with disabilities need additional academic support compared to all students.</p> <p>To address this need, we considered a pull-out environment where the students work with a separate teacher. However, based on research and instructional best practices, instructional aides providing the scaffolding the students need to access their grade-level materials in the classroom setting would eliminate the learning loss low socio-economic, English learners, and students with disabilities would experience if pulled away from grade-level instruction with their peers. The need for these services is greatest during the actual school day.</p> <p>Pleasant Valley will provide one or more instructional aides to push into the classroom during the school day. The number will be determined based on the actual class size. Instructional aides will receive training in how to work with low socio-economic, English learner students, and students with disabilities or small groups of students both for academic needs as well as behavioral or social/emotional. These supports include providing additional scaffolds, language support, behavioral interventions, and other strategies identified to support student needs.</p> <p>We expect that the CAASPP ELA and Math scores for low socio-economic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.5	Small Group Response to Intervention (RTI) Reading	Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from accessing their learning due to areas of academic or behavioral need. In addition, results from	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions.</p> <p>As noted in the metric section, English learners, low-income students, and students with disabilities are in need of additional academic support in comparison to all students.</p> <p>To address this need, we considered hiring an additional reading specialist teacher part-time. However, the individual classroom teacher has the greatest understanding of the day-to-day skill levels of the student. The ability to document those understandings in a usable format has helped the district in the past to create a very robust RTI system. The data gathered by the teachers also inform their instruction. The decision was made to utilize substitute teachers in order to free the regular classroom teachers up in order to maintain this RTI success. This action will help to eliminate the learning loss low-income, English learners, and students with disabilities would experience if pulled away from grade-level instruction with their peers.</p> <p>Teachers will continue with small group reading instruction to differentiate student learning. They will continue to evaluate and revise, when needed, the current Response to Intervention (RTI) model and intervention program during professional learning time (PLC) time. In addition, substitute teachers will be provided to cover for days that teachers go to professional development training. A substitute teacher will be brought in for one day a week for thirty weeks to allow the regular teacher to assess students reading mastery one-on-one at least once every four to five weeks. The use of a substitute teacher to allow the teachers the opportunities to check each student's reading level regularly will improve our tiers of interventions as well as provide important information for small group instruction in the classrooms.</p> <p>We expect that the CAASPP ELA and Math scores for low-income English learners and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	After-School Tutoring and Homework Help	<p>that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p> <p>Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges preventing students from accessing their learning due to areas of academic or behavioral need. In addition, results from surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions.</p> <p>As noted in the metric section, English Learners, low-income students, and students with disabilities need additional academic support compared to all students.</p> <p>We devised a way to help students with their homework and learning issues to address this need. Because we were uncomfortable taking valuable time from the regular school day, after-school scheduling was essential. Based on research and instructional best practices, immediately helping students with the "I do" portion of their student work enables them to better understand and remember their learning, which allows them to be better able to use the new learning in the future. Providing this additional scaffolding for students who need assistance accessing their grade-level materials in the classroom setting would eliminate the learning loss low-income English learners and students with disabilities would experience if left on their own to complete homework. Parents of English learners, low socio-economic students, and students with disabilities have indicated both parentally and in parent surveys that they struggle to help their children with their homework. They either do not have the language skills or the content level understanding. In addition, many of these students'</p>	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>parents work very long days and are not available as much as they would like to help their children with their homework.</p> <p>The district will continue to provide after-school homework and tutoring help by a certificated teacher for all students in grades two through six, three afternoons a week. The amount set aside for this action item was increased from last year due to increased staffing and cost.</p> <p>We expect that the CAASPP ELA and Math scores for low-income, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.7	Library Technician	<p>Based on input and local STAR data, the following actions and services are designed to support the needs of English learners, low-income, and students with disabilities.</p> <p>Educational partner surveys and conversations with the families of English Learners, low socioeconomic, and students with disabilities indicate numerous challenges preventing students from participating in independent study learning opportunities and/or in-class assignments.</p> <p>As noted in the metric section, English learners, those with low socioeconomic status, and students with disabilities require additional academic support compared to all students on the STAR reading assessment.</p> <p>We considered additional after-school offerings and extending the school year to address this need. Ultimately, the decision was made to utilize the Library Technician to ensure steady and consistent access to electronic resources for low-income, English learners, students with disabilities, and others with similar struggles.</p>	\$25,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The Library Technician provides individual and small group tutoring reading support. The library technician also provides ongoing support to allow access to the supplemental curriculum and online reading materials. The supports are designed to offer additional scaffolds to increase access and success in reading in the areas of reading comprehension and general literacy skills. The Library Technician has expertise in working with and correcting fixable issues with the students' technology. She has also been trained to run small reading groups. She had done some training in Digital Citizenship and used that training to train the students at all grade levels. She interacts with every student in the school, making her a logical person to outreach to families with whom she has existing relationships.</p> <p>We expect that the STAR reading scores for low socioeconomic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs of most associated with the stresses and experiences of these student groups. However, because we expect all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>		
1.8	Update Technology	<p>As needed, the administration will update and replace classroom projectors, document cameras, library, server equipment, office technology, and Chromebooks. This equipment will provide some of the necessary infrastructure so teachers can reach all students for in-person instruction and distance learning (when needed). This purchase will also ensure that if we ever have to temporarily close the school for safety sake due to an emergency, students will continue to have access to learning from their homes.</p>	\$4,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pleasant Valley Joint Union Elementary School District will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families, promoting increased academic excellence and daily attendance.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to produce academically successful students, the district must also address school culture, safety, and climate. In addition, in order to access their academic materials in a meaningful way, students need to attend school regularly. Lastly, one way schools can help students be happy and healthy while attending school is to provide all students access to areas of sport and enrichment that they would not usually have access to within the regular school day curriculum.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 5 and 6 will be maintained over the coming three years. These areas will be evaluated regularly to ensure progress, and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad focus 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	Student Attendance	Data Year: As of March 2024 Data Source: District Records 96.2% attendance			97.0 % attendance	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism	Data Year: As of March 2024 Data Source: District Records Fewer than 4% of the students qualified as being chronically absent			Fewer than 3% of the students will be chronically absent	
2.3	Pupil Suspension Rates	Data Year: As of March 2024 Data Source: District Records 0%			Maintain 1% or better	
2.4	Pupil Expulsion Rate	Data Year: As of March 2024 Data Source: District Records 0%			Maintain 0%	
2.5	School Safety and Connectivity	Data Year: As of March 2024 Data Source: District Records Eight students have had their social/emotional needs addressed by staff as referenced in the student LCAP survey			Five students whose social/emotional needs will have been addressed by staff during the school year, as referenced in the student LCAP survey	
2.6	Bullying	Data Year: As of March 2024 Data Source: District Records			Zero students report being bullied by a fellow student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	William's Complaints - Facilities	Two students reported being bullied by a fellow student during the 2023-2024 school year. Data Year: 2024 Data Source: No Williams Complaints Facilities in good repair.			No Williams Complaints. Facilities in good repair.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Attendance	<p>The administration and staff of PVS will enhance the implementation of our attendance improvement program to encourage students to attend school more regularly and to eliminate unexcused tardies. The program includes the following: Attendance goals will reflect multiple measures: improvement in ADA, reduction in the percent of students chronically absent, increased students with satisfactory attendance, decrease in the number of students excused and unexcused tardies, and increase in the number of school days where students stay the entire day and are not pulled out early. Recognize students and encourage and reward exemplary on-time and daily attendance by trimester. Communicate the importance of attendance and progress toward improved attendance goals regularly with parents. Ensure proper coding of independent study in the student information system records. These actions will improve the overall student achievement of all students. In addition, a campaign to educate parents and students about attendance expectations will be implemented. Enhanced use of the AERIES and ParentSquare attendance features to include increased and more timely communications will be implemented. An update and simplification of the short-term independent study contracts and expectations will be created and implemented.</p>	\$1,250.00	No
2.2	Enrichment Opportunities	<p>The school's administration and staff will continue to provide students with many educational opportunities, including assemblies, programs, and field trips throughout each school year, exposing them to events they may not have experienced. The field trips and assemblies will include character development, art, music, dance, history, agriculture, and college and career readiness. The after-school enrichment classes will be free for all students who can attend. These actions will help to provide a more rounded and enriching school environment for all students. The district had the needs of unduplicated students in mind when it determined to provide this additional staffing and opportunities.</p>	\$4,000.00	No
2.3	Physical Fitness Opportunities	<p>The administration will update outdated physical education equipment and curriculum materials. These purchases will help to provide a more rounded and enriching school environment for all students.</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Social/Emotional Health and Student Bullying	The staff will continue to use the Second Step social/emotional and bullying materials to instruct students on how to work on their own social/emotional health. The administration and staff will continue implementing an embedded social/emotional and anti-bullying curriculum into their regular lesson plans.	\$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pleasant Valley School will cultivate parent and community engagement to support student success and enhance school culture and climate	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- 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.

The parent participation at Pleasant Valley School is outstanding when it comes to school events or school activities. However, there have traditionally been few parents who want to participate in the evaluation, planning, and budgeting of the school in general or for specific programs or grants. In recent surveys, they have expressed a desire to help their children be more successful academically at school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts to Seek Parent Input	Data Year: 2023 Data Source: District Records Two to four parents attend meetings			Three to six parents attend meetings	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Communication	The school's administration and staff will continue increasing communication opportunities with parents and increase opportunities for parental involvement in school events and meetings. Communication with parents in both English and Spanish will be provided through newsletters, web pages, Aeries Parent Portal, email, ParentSquare, and individual calls by staff. Provide a stipend for bilingual help with communication. These actions will help to facilitate the sharing of information between school and home and give parents an easy way to get more information or seek help from the school. Increased use of paper flyers, in addition to the ParentSquare posts, will be implemented.	\$4,300.00	No
3.2	Parent Newsletters	The PVS administration will send parents a copy of the Parent Institute newsletters in English and Spanish each month. This monthly newsletter provides information that helps parents better help their children be more successful academically and socially/emotionally.	\$686.00	No
3.3	Parent/Student Web Series	Based on parent survey data, the following actions and services are designed to support parents' efforts to partner with the school to help their children be more successful in school. In conversations with these parents,	\$2,500.00	No

Action # Title	Description	Total Funds	Contributing
	<p>they indicate that they struggle to help their children with Common Core math, reading, technology, and homework help.</p> <p>As noted in the metric section, parents have traditionally not actively participated in school events that do not involve fun school activities or celebrations. The district recognizes a need to help educate parents about what happens with their child's academic instruction.</p> <p>To address this need, we considered sending home more parent information flyers or trying to continue helping parents only on a one-on-one basis. The district also attempted to hold parent workshops to help parents be able to help their students answer math, technology, and English language arts questions.</p> <p>Unfortunately, attendance at these workshops was extremely poor, so the district decided to change the means of communication and take advantage of the district website.</p> <p>To do this, the school's administration and staff will provide online tutorials to help parents understand how to do grade-level mathematics. These lessons will either be taken from existing websites and posted to the district website or will be handmade by Pleasant Valley teachers showing step-by-step directions for how to solve and understand grade-level mathematics. Once mathematic topics have been addressed, future topics will include help with supporting reading instruction, how to access technology to keep track of a student's performance in class and on state standards, and other types of homework help. Helping parents become partners in their student's academic instruction will help with parent communication and help students become more successful. In addition, more involved parents may be more willing to participate in analyzing, planning, and budgeting for general school business and programs.</p> <p>The district had the needs of unduplicated students in mind when it determined to provide this additional staffing and service. Results from the parent, staff, and student surveys and conversations with the families of English Learners, low socio-economic students, and students with disabilities indicate numerous challenges preventing parents from being able to help their students be successful with their homework, reading, and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>technology usage. They also have expressed frustration with understanding and supporting their child with modern Common Core mathematics. Teachers in the past have attempted to work individually with parents, but the need is more extensive than they can handle. Hence, we needed to create a parent/student web series to address these needs..</p> <p>We expect that the parent/student web series will help all families and, ultimately, all students, but they will particularly benefit the parents of English language learners and low-income families who often lack the resources to find help on their own. Because we expect that all students and parents will benefit from this action, it is being offered LEA-wide.</p>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$36,721	\$5,508

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
5.548%	4.261%	\$29,307.51	9.809%

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
1.4	<p>Action: Instructional Aides</p> <p>Need: Based on input and local data, the following actions and services are designed to support the needs of English learners and low-income students. Results from educational partner surveys and conversations with the families of English Learners and low socio-economic students indicate numerous challenges</p>	<p>Pleasant Valley will provide one or more instructional aides to push into the classroom during the school day. The number will be determined based on the actual class size. Instructional aides will receive training in how to work with low socio-economic, English learner students, and students with disabilities or small groups of students both for academic needs as well as behavioral or social/emotional. These supports include providing additional scaffolds, language support, behavioral interventions, and</p>	CAASPP ELA and Mathematics scores

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
	<p>preventing students from accessing their learning due to areas of academic or behavioral need. In addition, results from surveys and conversations regarding students with disabilities, though not traditionally considered part of the unduplicated group for the LCAP, were also considered, and their specific challenges were acknowledged and considered when making choices for best actions.</p> <p>As noted in the metric section, English learners, low socio-economic students, and students with disabilities need additional academic support compared to all students. To address this need, we considered a pull-out environment where the students work with a separate teacher. However, based on research and instructional best practices, instructional aides providing the scaffolding the students need to access their grade-level materials in the classroom setting would eliminate the learning loss low socio-economic, English learners, and students with disabilities would experience if pulled away from grade-level instruction with their peers. The need for these services is greatest during the actual school day.</p> <p>Scope: LEA-wide</p>	<p>other strategies identified to support student needs.</p> <p>We expect that the CAASPP ELA and Math scores for low socio-economic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	
1.7	Library Technician	The Library Technician provides individual and small group tutoring reading support. The Library Technician also provides ongoing support to allow	STAR reading scores .

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
	<p>Need: Based on input and local STAR data, the following actions and services are designed to support the needs of English learners, low-income, and students with disabilities.</p> <p>Educational partner surveys and conversations with the families of English Learners, low socio-economic, and students with disabilities indicate numerous challenges preventing students from participating in independent study learning opportunities and/or in-class assignments.</p> <p>As noted in the metric section, English learners, low socio-economic, and students with disabilities require additional academic support in comparison to all students on the STAR reading assessment.</p> <p>To address this need, we considered additional after-school offerings and extending the school year. Ultimately, the decision was made to utilize the Library Technician as support for ensuring steady and consistent access to electronic resources for low-income, English learners, students with disabilities, and others with similar struggles.</p> <p>Scope: LEA-wide</p>	<p>for access to the supplemental curriculum and online reading materials. The supports are designed to provide additional scaffolds to increase access and success in reading in the areas of reading comprehension and general literacy skills. The Library Technician has expertise in working with and correcting fixable issues with the students' technology. She has also been trained to run small reading groups. She had done some training in Digital Citizenship and uses that training to train the students at all grade levels. She interacts with every student in the school, making her a logical person to outreach to families with whom she has existing relationships.</p> <p>We expect that the STAR reading scores for low socio-economic, English learners, and students with disabilities will increase significantly, as the program is designed to meet the needs of most associated with the stresses and experiences of these student groups. However, because we expect that all students showing below proficiency will benefit, this action is provided on an LEA-wide basis.</p>	

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
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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 LCCF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

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.

Not applicable

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	Not applicable	
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	

2024-25 Total 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)	LOFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)																		
Totals	661925	36,721	5.548%	4.261%	9.809%																		
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Personnel	Total Non-personnel																	
Totals	\$98,611.00	\$0.00	\$0.00	\$0.00	\$76,875.00	\$21,736.00																	
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Non-personnel	Total Personnel	Local Funds	Other State Funds	Federal Funds	Total Funds	Total Non-personnel	Planned Percentage of Improved Services	
1	1.1	William's Requirements	All	No			All Schools	2024-2025	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Curriculum	All	No			All Schools	2024-2025	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	
1	1.3	Professional Development	All	No			All Schools	2024-2025	\$500.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	
1	1.4	Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025	\$33,310.00	\$33,310.00	\$0.00	\$0.00	\$0.00	\$33,310.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,310.00	\$0.00	\$33,310.00	
1	1.5	Small Group Response to Intervention (RTI) Reading	All	No			All Schools	2024-2025	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	
1	1.6	After-School Tutoring and Homework Help	All	No			All Schools	2024-2025	\$12,000.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$0.00	\$12,000.00	
1	1.7	Library Technician	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025	\$25,565.00	\$25,565.00	\$0.00	\$0.00	\$0.00	\$25,565.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,565.00	\$0.00	\$25,565.00	
1	1.8	Update Technology	All	No			All Schools	2024-2025	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$4,500.00	
2	2.1	School Attendance	All	No			All Schools	2024-2025	\$0.00	\$1,250.00	\$0.00	\$0.00	\$0.00	\$1,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,250.00	\$0.00	\$1,250.00	
2	2.2	Enrichment Opportunities	All	No			All Schools	2024-2025	\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	

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
2	2.3	Physical Fitness Opportunities	All	No		All Schools	All Schools	2024-2025	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.4	Social/Emotional Health and Student Bullying	All	No		All Schools	All Schools	2024-2025	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.1	Increase Communication	All	No		All Schools	All Schools		\$500.00	\$3,800.00	\$4,300.00				\$4,300.00	
3	3.2	Parent Newsletters	All	No		All Schools	All Schools	2024-2025	\$0.00	\$686.00	\$686.00				\$686.00	
3	3.3	Parent/Student Web Series	All	No		All Schools	All Schools	2024-2025	\$2,000.00	\$500.00	\$2,500.00				\$2,500.00	

2024-25 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 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
661925	36,721	5.548%	4.261%	9.809%	\$58,875.00	0.000%	8.895 %	Total:	\$58,875.00
LEA-wide Total:									\$58,875.00
Limited Total:									\$0.00
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	William's Requirements				All Schools	\$0.00	
1	1.2	Curriculum				All Schools	\$3,000.00	
1	1.3	Professional Development				All Schools	\$2,000.00	
1	1.4	Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	\$33,310.00	
1	1.5	Small Group Response to Intervention (RTI) Reading				All Schools	\$3,000.00	
1	1.6	After-School Tutoring and Homework Help				All Schools	\$12,000.00	
1	1.7	Library Technician	Yes	LEA-wide	English Learners Low Income	All Schools	\$25,565.00	
1	1.8	Update Technology				All Schools	\$4,500.00	
2	2.1	School Attendance				All Schools	\$1,250.00	
2	2.2	Enrichment Opportunities				All Schools	\$4,000.00	
2	2.3	Physical Fitness Opportunities				All Schools	\$2,000.00	
2	2.4	Social/Emotional Health and Student Bullying				All Schools	\$500.00	
3	3.1	Increase Communication				All Schools	\$4,300.00	

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 (%)
3	3.2	Parent Newsletters				All Schools	\$686.00	

2023-24 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals		\$94,619.00	\$73,767.00

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	William's Requirements	No	\$0.00	\$0.00
1	1.2	Curriculum	No	\$5,000.00	\$3,200.00
1	1.3	Professional Development	No	\$2,500.00	\$800.00
1	1.4	Instructional Aides	Yes	\$25,000.00	\$27,727.00
1	1.5	Small Group Response to Intervention (RTI) Reading	No	\$4,000.00	\$2,000.00
1	1.6	After-School Tutoring and Homework Help	No	\$14,000.00	\$4,719.00
1	1.7	Library Technician	Yes	\$25,000.00	\$22,917.00
1	1.8	Update Technology	No	\$4,000.00	\$3,928.00
2	2.1	School Attendance	No	\$1,000.00	\$1,257.00
2	2.2	Enrichment Opportunities	No	\$5,000.00	\$1,700.00
2	2.3	Physical Fitness Opportunities	No	\$2,000.00	\$1,200.00

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)
2	2.4	Social/Emotional Health and Student Bullying Amended:	No	\$0.00	\$0.00
3	3.1	Increase Communication	No	\$4,169.00	\$3,969.00
3	3.2	Parent Workshops	No	\$2,500.00	\$0.00
3	3.3	Parent Newsletters Amended:	No	\$450.00	\$350.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Grants Concentration (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)
39,188.00	\$50,000.00	\$49,086.00	\$914.00	0.000%	0.000%	0.000%
Last Year's Goal #	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	1.4 Instructional Aides	Yes	\$25,000.00	24567	0%	0%
1	1.7 Library Technician	Yes	\$25,000.00	24519	0%	0%

2023-24 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)
687816	39,188.00	5.70	11.397%	\$49,086.00	0.000%	7.137%	\$29,307.51	4.261%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o 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.

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.

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.
- 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.

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

School districts and COEs: *EC sections 52060(g) (California Legislative Information)* and *52066(g) (California Legislative Information)* 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) (California Legislative Information)* 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).

• **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) (California Legislative Information) 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.

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.

- o 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.
- o 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.
- o 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.
 - o **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

- 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:
 - o Language acquisition programs, as defined in EC Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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.
- 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.

- 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.

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 succinctly 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.

- Conclutory 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o 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 — *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.

- o 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)**

- o 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**
 - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o 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**
 - o 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)**
 - o 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 (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o 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)**
 - o 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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