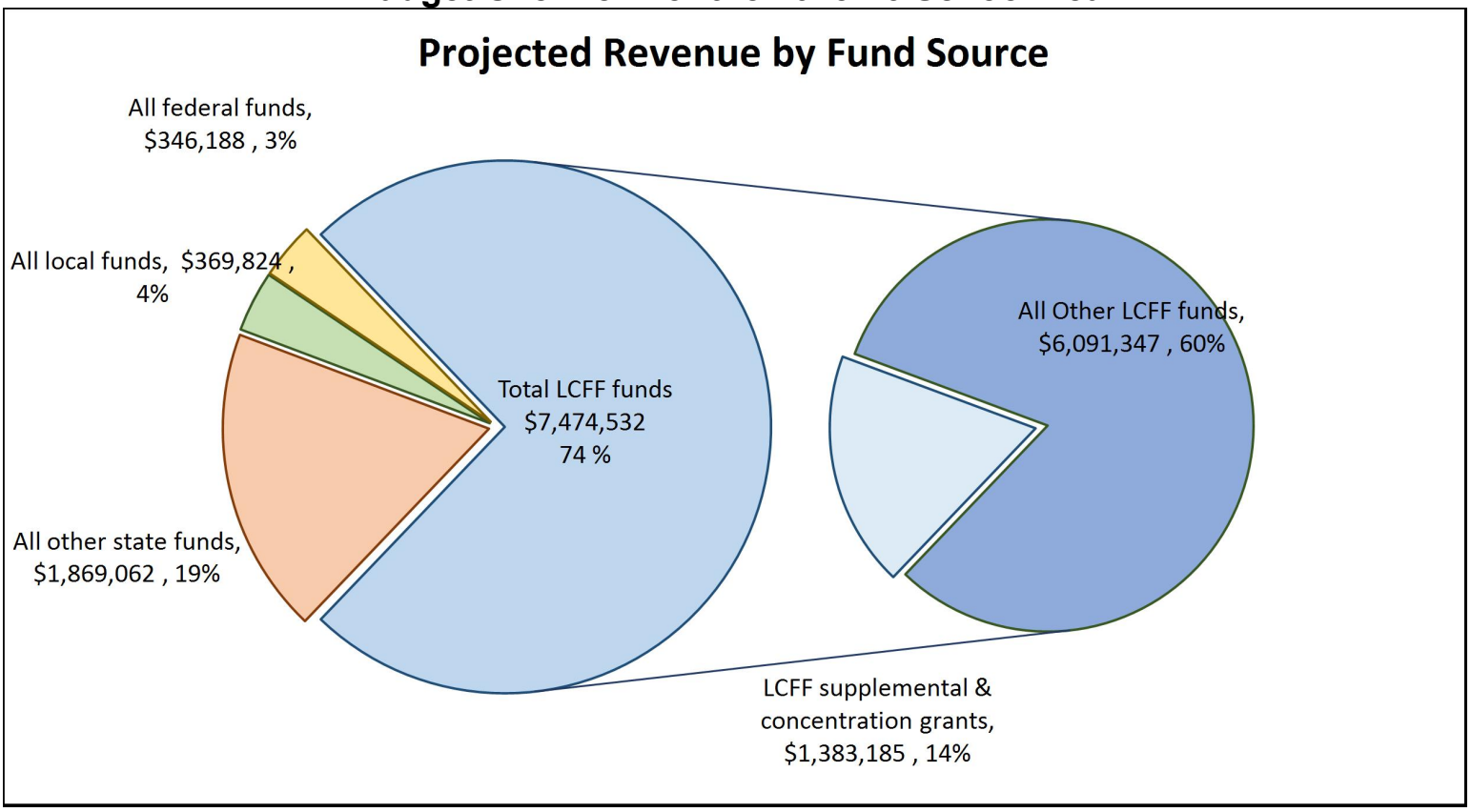
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Valley UESD
CDS Code: 54-72017-6054175
School Year: 2025-26
LEA contact information:
Heather Pilgrim, Ed.S.
Superintendent
h.pilgrim@oakvalleyschool.org
559-688-2908

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

Budget Overview for the 2025-26 School Year

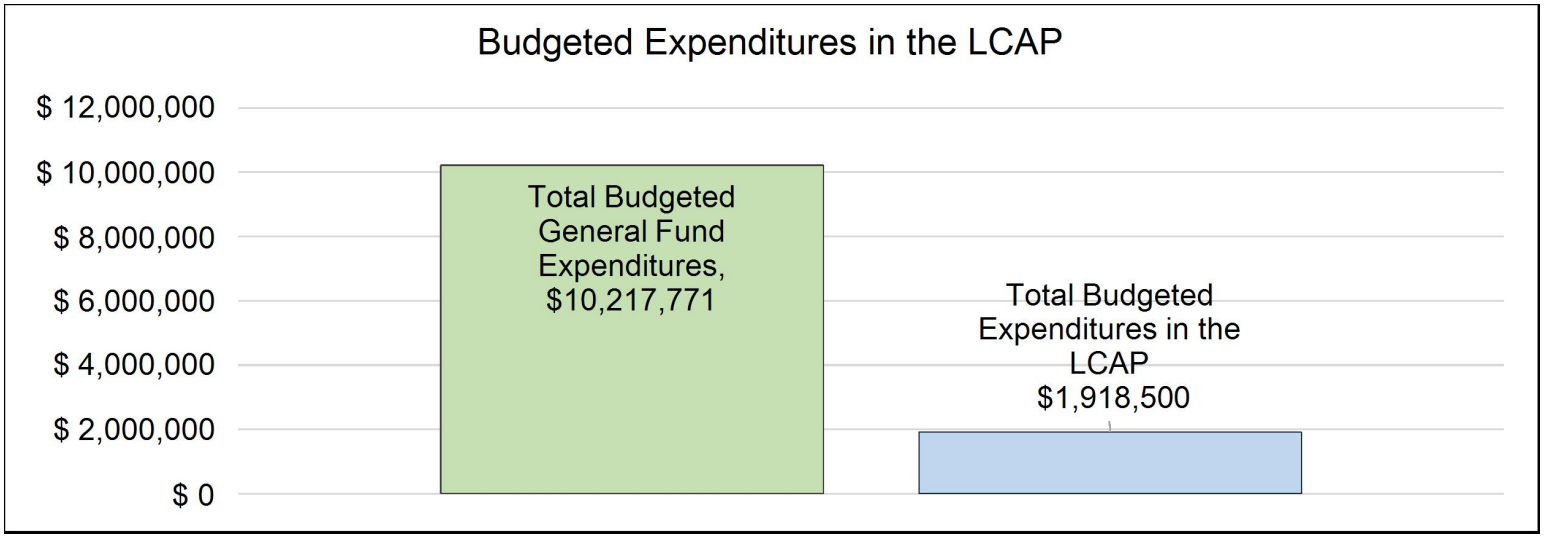


This chart shows the total general purpose revenue Oak Valley UESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Valley UESD is $10,059,606, of which $7,474,532 is Local Control Funding Formula (LCFF), $1,869,062 is other state funds, $369,824 is local funds, and $346,188 is federal funds. Of the $7,474,532 in LCFF Funds, $1,383,185 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oak Valley UESD plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Valley UESD plans to spend $10,217,771 for the 2025-26 school year. Of that amount, $1,918,500 is tied to actions/services in the LCAP and $8,299,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

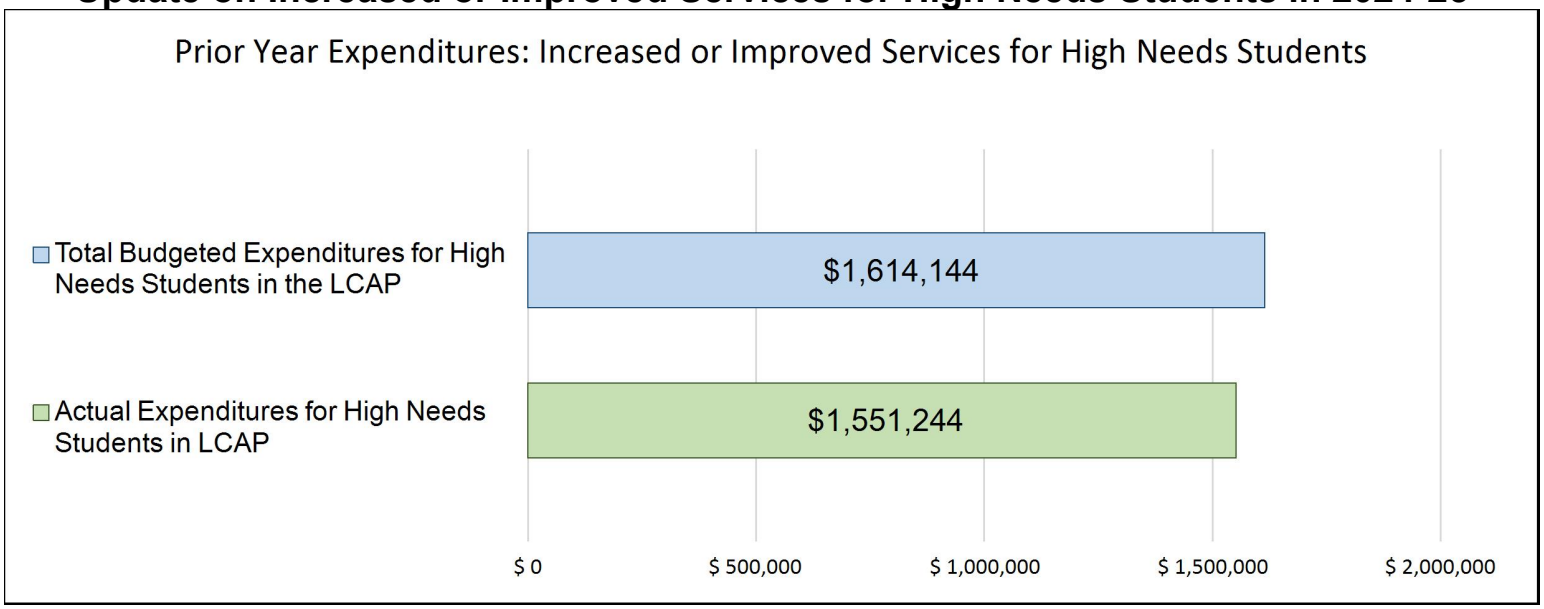
General fund expenditures include salaries and benefits for the general operations of the district, site maintenance, and other ongoing expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oak Valley UESD is projecting it will receive $1,383,185 based on the enrollment of foster youth, English learner, and low-income students. Oak Valley UESD must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Valley UESD plans to spend $1,402,413 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Oak Valley UESD's LCAP budgeted $1,614,144 for planned actions to increase or improve services for high needs students. Oak Valley UESD actually spent $1,551,244 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $62,900 had the following impact on Oak Valley UESD’s ability to increase or improve services for high needs students:

This has no impact on the district's ability to meet the minimum proportionality percentage for students for 2024-25. The savings is due to the district not being able to provide the Math TOSA for 24/25. However, with a change in funding, the minimum required percentage declined and the requirement was still met.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Oak Valley Union Elementary School District (OVUES) is a TK-8th grade, single school district that is in rural Tulare County within the San Joaquin Valley of California. It is a school that is rich in local history and is valued as a small, family-like community. Staff and School Board officials have had their families attend this school for generations. Oak Valley UESD was created out of the merger of 4 small single schools, Walnut Grove, Laurel, Enterprise, and Linder to make Oak Valley Union Elementary School District in 1955. The district is now a sought out district to attend with 66% of the students on an inter-district agreement from local surrounding communities. There are a total of approximately 574 students of which 74% are low socio-economically disadvantaged, 21% English Language Learners with an unduplicated count of 65%. The staff prides itself on establishing high values and moral character within its students and there is very little staff turnover. Teachers who are hired at Oak Valley stay at Oak Valley. The certificated union and administration work very well together and have overall established a positive morale by having transparency and open communication. Most recently, OV has developed sustainable CTE pathways in 1) VAPA , theater, dance, art, photography, yearbook, and music, both marching and concert band, 2) Agriculture that is built around our in-school 4H program which includes a middle school FFA program that supports the OV farm that has animals, vegetables and various fruit and nut trees, 3) Business Leadership with a student store run by Middle School leadership students that is open weekly for all students. The Governing Board believes in developing a well-rounded student so that when our students enter high school they are ready to succeed academically as well as quick to find a career pathway that continues to ignite their desire to learn.

Reflections: Annual Performance

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

Just prior to the 24-25 school year in July the school Principal resigned from her position. It was at that point the Superintendent decided to take on the principal role, along with being Superintendent, and hire a Learning Director/Vice Principal. The vision was to coach and mentor the Learning Director to become the Principal for the 25-26 school year. To bring more context to the story, the Superintendent for the first half of the year was in a different office, the District Office, away from the elementary school office, where the Learning Directors office is located. It wasn't until about halfway through the year it was evident that the Superintendent and the Learning Director needed to be in closer proximity in order for optimal coaching/mentoring to occur. Due to there being a disconnect, the amount of walk thru data from the instructional program has been limited this year and collected in a more qualitative manner. In approximately March of this year, the Learning Director informed me that she would like to go back into the classroom, thus leaving an administration position open once again. The inconsistency of principals over the last 7 years is impacting the instructional success of our students. Combine this with the lasting effects of the pandemic, Oak Valley has had some challenging instructional times as reflected in assessment scores declining. On the up side, school suspensions have reduced and the district's chronic absenteeism rate has also declined with a green and blue indicator respectively. Administration feels this is due to the overwhelming success of the ELOP program. Students are having opportunities to participate in unique, fun, enriching programs thus enticing students to come to school. The administration forecast is looking up though with the hiring of a new, veteran principal that will begin next year who is an Oak Valley native of 12 years. Her expertise in classroom instruction and being highly trained in best practices in data-driven student outcomes, standards/frameworks, and leadership will benefit the current needs of the students and staff at Oak Valley.

The district has expended all LREBG funding.

This year, the district shifted to utilizing the CAASPP IABs for 3rd-8th grade in ELA and Science as the district benchmarks instead of using Illuminate and publisher assessments with the goal of becoming more aligned with state assessments. Due to the district's recent 23/24 math adoption, the district decided to utilize the math adopted assessments as district benchmarks for 24/25 school year but will reassess at the end of this year to determine if this will continue or move to math IABs. The district's reading diagnostic (BAS) and writing benchmarks stayed the same as previous years. Although with the new requirement to use a state adopted reading difficulty screener beginning in 25/26, the initial assessment in August will shift to Multitudes reading difficulty screener and then continue with BAS in December and May for all K-2 students. The following depicts the districts annual performance:

CA DASHBOARD: No student group fell into the lowest performance level on the Dashboard.

ELA Indicator

Declined 6.4 points, 4.4 points below standard, 50.98% met or exceeded

Performance Analysis by Student Group:
1. All Students, 50.98% met or exceeded, Dashboard Color: Yellow (mid-tier performance), Change Level: Declined. The overall student body saw a drop in performance, signaling a potential systemic issue or broader challenge affecting instruction or student engagement.

2. English Learners (ELs), 22.98% met or exceeded, Dashboard Color: Orange (lower performance tier), Change Level: Maintained. ELs are performing below the average of all students and have not shown growth, which suggests persistent challenges in language acquisition or access to grade-level ELA content.

3. Long-term English Learners (LTELs), Dashboard Color: Yellow, Change Level: Increased Significantly. Despite being in the same performance tier as all students, LTELs made notable progress. This group outpaced all others in growth, indicating that targeted interventions or supports for LTELs may be working effectively.

4. Socioeconomically Disadvantaged Students, 43.7% met or exceeded, Dashboard Color: Orange, Change Level: Declined. This group is both underperforming and regressing. This is concerning and may reflect the compounded impact of poverty-related barriers to learning.

5. Hispanic Students, 46.73% met or exceeded, Dashboard Color: Orange, Change Level: Declined. Like socioeconomically disadvantaged students, Hispanic students are underperforming and have shown a decline, which could reflect overlapping equity issues, particularly if there's a significant demographic overlap with the EL or low-income subgroups.

6. White Students, 67.74% met or exceeded, Dashboard color: Green, Change level: Maintained

7. Students with Disabilities, 16.67% met or exceeded, Dashboard color: none, Change level: declined

Comparative Insights
In regards to the ELA CA Dashboard indicator, the highest growth in student group is our long-term English learners. This is the only group showing significant improvement. The greatest concern is the socioeconomically disadvantaged and Hispanic student groups. Both are in the lowest performance tier and declining. Persistent underperforming students are English Learners, they remain in a low tier with no improvement, highlighting a need for continued differentiated or enhanced support. Oak Valley has a systemic Issue because there is a decline among “All Students” which suggests that challenges aren't isolated to subgroups or because the socioeconomically disadvantaged student group and Hispanic student groups make up a large percentage, 75%.

The district has decided to add a BCLAD teacher beginning the 25/26 school year to combat the challenges within our EL community. This includes an increase in newcomer students and the combination of low reading proficiency rates in K-2 that are hindering our EL students' reclassification. This teacher is a veteran 1st grade teacher and ELD teacher. Her expertise in teaching and her recent acquisition of her graduate degree in EL studies will greatly enhance ELD instruction at Oak Valley. This teacher will also become a coach and mentor for all teachers in the area of integrated ELD. She will become the ELD resource for OV.

The district piloted a new ELA curriculum, HMH Into Reading and Into Writing, and will be adopting it for the Fall of 2025. For additional support the district gave the teachers 3 extra planning days this year to work with the curriculum. The district also contracted with Tony Frontier, author of Teaching with Clarity, to work with 5th-8th grade core teachers to identify priority standards, success criteria, and created standardized rubrics in ELA, math, science, and history so that they become the foundation of all future pacing guides. Over summer 2025, they will continue to work with Tony on creating those pacing guides and align them with assessments so that every grade level is working cohesively together.

Math Indicator

Declined 9.9 Points, 43.3 points below standard, 32.22% met or exceeded

Performance Analysis by Student Group:
1. All Students, 32.22% met or exceeded, Dashboard Color: Orange, Change level: Declined

2. English Learners (ELs), 17.33% met or exceeded, Dashboard color: Orange, Change Level: Declined

3. Long-term English Learners (LTELs), Dashboard color: Orange, Change level: Increased (positive trend)

4. Socioeconomically Disadvantaged, 25.46% met or exceeded, Dashboard color: Orange, Change level: Declined

5. Hispanic Students, 28.42% met or exceeded, Dashboard color: Orange, Change level: Declined

6. White Students, 48.39% met or exceeded, Dashboard color: Yellow, Change level: Maintained

7. Students with Disabilities, 12.5% met or exceeded, Dashboard color: None, Change level: Declined Significantly (negative trend)

Comparative Insights
Overall Performance is concerning due to most student groups being in the orange performance category, indicating performance is below standard. There is a widespread decline with the majority of groups, All Students, ELs, Socioeconomically Disadvantaged, and Hispanic Students, that have shown a decline in performance. There is a positive exception and that is of our Long-term English Learners (LTELs), despite being in the Orange category, they showed a positive trend with increased performance. White students stand out. This group performed at a higher level (Yellow) and maintained performance, contrasting with the downward trend of other groups. There is a high concern for Students with Disabilities group. Even though they have no color rating, they are noted to have declined significantly, indicating a strong negative trend that requires attention. The uniform "Declined" status across most groups implies district-wide challenges in math performance, especially among historically underserved groups. These results highlight disparities in student outcomes, especially by race/ethnicity, language proficiency, and disability status. There is a critical need for targeted interventions in differentiated math instruction, additional supports for ELs and students with disabilities, professional development that is focused on equitable math practice, and monitoring and celebrating LTEL progress can inform best practices for other English Learners.

Due to their being an overall decline in math scores, it is the intent of the new Principal to have Oak Valley join the Small Schools Math Collaborative that is lead by TCOE. This will be the first time in years that Oak Valley has participated in a program like this for math. This collaborative will afford our teachers the time to learn from others by watching model lessons, be trained in collaborative math practices, and branch out in networking within our county. The goal is to create sustainable math practices TK-8th grade in hopes to increase the district's math scores. In regards to curriculum, the district piloted a supplemental curriculum, NextGen Math, this year to help support standardized math practices. It has been officially adopted and the teachers seem very happy with it. Due to the major decline in the students with special needs group, the district is adding an additional RSP teacher to help with the growing needs of this student group as case loads are

increasing. The additional RSP teacher will lower case loads which will afford both teachers to coach general education teachers on how to differentiate instruction, modify work, and or create accommodations which are all areas teachers struggle in. The goal is that the added resource will bring confidence to the general education teacher and shift instructional practices for the betterment of student learning.

LOCAL ASSESSMENTS

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

Reading:
The district employs the Benchmark Assessment System (BAS) to evaluate reading proficiency in grades K–2. This assessment is administered three times annually—in August, December, and May. As of the May 2025 administration, results indicate that 59% of K–2 students are reading at or above grade level. An additional 24% are reading within one year of grade-level expectations, while 17% are performing more than one year below grade level. These results highlight both areas of strength and opportunities for targeted intervention. It is the district's goal for 80% of 2nd grade students to exit 2nd grade on grade level in reading. The district is currently not meeting this goal. The new Principal will be bringing in the concepts of Science of Reading next year and there will be a new focus on how small group reading instruction looks like, along with centers that focus on rigorous literacy activities. At the same time, there is a need to look into a possible new reading diagnostic that aligns better with the Science of Reading.

Writing:
Writing benchmarks are administered district-wide three times per year—in October, March, and May. As of the March 2025 assessment, six of the eight grade levels demonstrated gains in writing proficiency. The 7th and 8th grade proficiency rates are extremely high with 63% and 88% respectively and there was a 13% increase in proficiency in 7th grade from Fall to Winter assessment including that there are no students in the far below category. The staff has gone through extensive writing training through TCOE in recent years and there has been an overall improvement of writing scores.

Mathematics:
Mathematics benchmarks are administered to students in grades 3–8 in December to align with preparation for the state SBAC assessment in the spring. For grades 1 and 2, an additional math benchmark is administered in April. District benchmark data for the 2024–2025 school year closely aligns with SBAC performance trends. Sixth grade students, in particular, are experiencing challenges, which teachers attribute to pacing misalignment with the assessed content. Addressing this instructional pacing issue will be a priority moving forward.

Science:
In response to the addition of a science academic indicator on the California School Dashboard beginning in the 2024–2025 school year, the district implemented science benchmarks for 5th and 8th grade students for the first time utilizing the CAASPP IABs. These assessments are administered three times annually—fall, winter, and spring. From fall to winter, there was a 24% reduction in the number of students performing below standard, indicating promising growth in science proficiency. The district is also adding to this LCAP an action to buy out the prep of our middle school science teacher. He will be co-teaching with 3rd, 4th- and 5th grade teachers in order to bring a heightened focus on science instruction. The district goal is for students to engage in science standards more often to support our performance on the CAST.

English Language Arts (ELA):
ELA benchmarks are administered three times per year—fall, winter, and spring. Districtwide data shows a 6% increase in students meeting or exceeding proficiency from fall to spring. Additionally, there was a 2% decrease in the number of students performing below standard, reflecting a positive trend in overall student performance.

INTERVENTION

The Learning Center was created during the 23/24 school year. The design was that the center would be a one-stop shop for all intervention and IEP students so that if a student had multiple services, they would only have to leave class once to receive all their services at the same visit. Reading intervention in the Learning Center is specifically for 3rd - 8th grade. yet all IEP students no matter what grade level have access to the center. The Learning Center is made of up an RTI teacher, two RTI instructional aides, one RSP teacher and four instructional aides, the SLP, and a Reading Specialist from TCOE. The RTI teacher was charged with managing the SST process and then coordinating services of tier 2 and tier 3 reading interventions. As the year progressed the RTI teacher, administration, and the TCOE ELA consultant identified the need to look deeper into how centers were conducted and what activities the students were engaging in during center time as well as investigating tier 2 intervention strategies during Guided Reading groups. What was discovered was that there were significant differences on how centers were conducted from room to room and that reading groups had an opportunity to fine tune tier 2 interventions just prior to conducting reading groups which could assist with reading proficiency. The district decided to have all K-2nd grade teachers participate in training on engaging students in rigorous, purposeful centers through TCOE. The ELA consultant and the RTI teacher then supported the teachers by providing hands-on resources for the classroom centers. The ELA consultant also provided modeling of tier 2 interventions during reading groups, thus creating a protocol on how to conducted reading groups using the MTSS model and key intervention strategies.

Kinder thru 2nd grade students take the BAS reading diagnostic 3 times per year in August, December, and May. Teachers and instructional aides conduct running records every week on the students who do not have grade level proficiency. In December, 16% of K-2nd grade students were greater than 1 year below in reading proficiency. As of May 2025 17% are reading more than one year below grade level.

The SST process at Oak Valley is under construction. We took this year to create a systematic approach by holding SSTs every 8 weeks and utilized an online reporting system called EduClimber for teachers to house all their documentation of Tier 1 and 2 strategies. There is still a lot to refine and this will be essential in order for our students to receive the proper, timely interventions. One conclusion that came from this year is that K-2nd grade tier 2 intervention needs to take place during reading groups with the classroom teacher. Secondly, 3rd thru 8th grade students need a consistent, reliable reading diagnostic in order to identify which students need interventions. Currently the district is using Fastbridge Reading diagnostic. Does it suffice? This will be the question the incoming principal will need to answer. Once these students are correctly identified, they will receive their intervention in the Learning Center next year. The Learning Center will look differently for 25/26 school year, instead of an RTI teacher and instructional aides, there will be an additional RSP teacher. The vision is that with two RSP teachers, case loads will be reduced and RSP teachers will have more time to provide tier 2 and tier 3 intervention to "informal" students in 3rd-8th grade.

There are 284 3rd-8th grade students that took the Fastbridge reading diagnostic in the fall and 50% of them fall within the some or high risk category. The students that are 2 or more grade levels below in reading went to the Learning Center for interventions or received interventions in their homerooms or participated in Air Reading. Overall, we have had 3 students exit from intervention this year, 42% of intervention students showed growth, 30% maintained, and 0% of student declined. Approximately 27% of intervention students are classified as slow learners meaning they made growth but not at a good rate.

WALK THRU DATA

LCAP Walkthrough Data Synopsis
Our year-long classroom walkthroughs across grades TK–8 have revealed several strengths and opportunities for growth aligned to our district's LCAP goals focused on student achievement, engagement, and school climate.
Common themes across classrooms include a strong culture of positive relationships and was observed in nearly every classroom. Teachers, aides, and student teacher aides have clearly established a supportive learning environment. Most TK–4th grade classrooms are implementing individual and group incentives to support positive behavior, and group seating arrangements are common throughout the school, fostering collaboration. Instructionally, there is consistent use of adopted curriculum supplemented by additional resources, visuals, and predictable routines. Whole group instruction followed by independent practice is the dominant instructional model across grade levels. Technology integration is evident, especially in grades 1–8, with platforms like IXL, Booket, Google Classroom, Youtube, and 99Math supporting core instruction. In addition, vocabulary development is emphasized through visible word walls and anchor charts in many classrooms.

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

Opportunities for Growth
Academic Discourse: While collaboration is present, structured academic discourse and opportunities for student-led discussion are not consistently observed throughout. Targeted professional development and planning time could support the integration of academic talk strategies across all grade levels. The reintroduction of Kagan strategies into the classroom will support this area throughout.

Priority Standards Focus: There is a need to ensure that all teachers are fluent in identifying and teaching the most critical standards (major, supporting, additional) to maximize instructional impact. Professional development and planning time through Tony Frontier will support the recognition of certain priority standards and how to implement them throughout.

Behavioral Interventions: For students demonstrating frequent behavior challenges, classrooms would benefit from targeted strategies that go beyond incentives, such as restorative practices, social-emotional learning routines, or behavior intervention plans. The use of our mental health resources like our counselor, social worker, and psychologist would help support this area of growth.

Critical Thinking and Problem Solving: Some questions posed to students focus on recall rather than higher-order thinking. There is an opportunity to incorporate more inquiry-based learning, problem-solving tasks, and project-based learning across all content areas. The use of our TCOE ELA/ELD consultant that focuses on our reading groups, writing, ELA blocks, and project based learning would help support this area of growth.

COUNSELING/MENTAL HEALTH

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

During the 2024–2025 academic year, significant efforts were made to enhance the support systems available to students through targeted staff development, implementation of Tier 2 behavioral interventions, and expanded collaboration among school-based support teams.

Professional Development
Staff participated in comprehensive training sessions focused on data collection methods, behavioral supports, autism spectrum disorders, accommodations and modifications, and special education law and practices. These trainings aimed to build capacity across general and special education settings to support diverse learners effectively.

Tier 2 Interventions
Students across all grade levels received Tier 2 behavioral and social-emotional support. Interventions included check-in/check-out systems, classroom observations focusing on on-task behavior, and the development of individualized recommendations for support. Additionally, 12 general education students received school-based counseling services. These services ranged from short-term interventions (2–3 sessions) to ongoing weekly counseling, based on individual needs.

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

Collaborative and Schoolwide Initiatives
The school psychologist played a key role in multiple collaborative efforts and student wellness initiatives. These included participation in the Coordination of Services Team (COST), Positive Behavioral Interventions and Supports (PBIS) planning and implementation, staff trainings,

lunch-time engagement activities, and the use of restorative practices to resolve student conflicts. Ongoing collaboration occurred among teachers, aides, the school counselor, and social workers to promote a coordinated approach to student support.

Special Education Services
A total of 13 special education psychoeducational assessments were completed during the school year, with 12 students qualifying for services. Three students received direct psychological services as part of their Individualized Education Programs (IEPs), two of whom were successfully exited from direct services due to significant growth in coping strategies and behavioral functioning. Four students continued to receive consultative psychological services, addressing needs such as aggression, elopement, coping skills, and task completion. One student received behavioral intervention services through an active Behavior Intervention Plan (BIP), while two students were exited from their BIPs based on sustained progress and demonstration of positive behaviors. Ongoing consultative support was also provided to ensure compliance with special education laws, policies, and procedural guidelines.

Needs for 2025–2026

To address the socio-emotional and academic intervention needs of students in the 2025–2026 school year, the district will implement a series of targeted practices. These include expanding staffing by adding a new Resource Specialist Program (RSP) teacher to support both special education and general intervention services. Mental health support will be enhanced as the school psychologist increases the number of student groups she facilitates in the Wellness Center and meets more frequently with "Lunch Bunch" groups to promote emotional well-being during social times. Whole-class mental health interventions, such as mindfulness activities and emotional check-ins, will also be integrated into classrooms. RSP teachers will work directly within general education classrooms to model accommodations and modifications for students with IEPs, while also providing informal reading interventions for students significantly behind grade level. Additionally, the district will implement the Multitudes reading screener to improve early identification of reading difficulties. Collectively, these strategies reflect the district’s commitment to whole-child development, proactive intervention, and inclusive education.

Summary of Social Emotional Learning and School Counseling Supports

Successes

The counselor was able to support our students’ social, emotional and academic well being. The counseling department has an open door policy for students needing immediate assistance as well as running coordinated small groups with 2nd-6th grade students. This year, the counselor was able to run multiple groups that included a focus on emotional regulation and self-esteem. The counselor was able to complete 3 groups of 2nd and 3rd students this year with the focus on emotional regulation. The SAEBRS (Social, Academic and Emotional Behavior Screener) gave the counselor the data on which students would benefit from this small group along with teacher recommendation. The SAEBRS also gave the counselor data to support 2 groups of 4th and 5th grades on the topic of self-esteem. This year, a group of 6th grade girls reached out to the counselor about having trouble with their emotions and she has been working with them through a small group where the girls are learning how to understand their ever changing emotions and how to use their coping strategies. The district was able to keep the 15 minute daily SunRISE designated time in the schedule this year, where each classroom is engaged in socio-emotional discussions with their teacher and peers. SunRISE time allowed students to peer collaborate and build trusting relationships with not only their peers, but their teachers as well. We were able to continue with Why Try, a TCOE program that focuses on perseverance. This was the

3rd year with the 4th and 5th classrooms engaged with the perseverance curriculum. While the grant with TCOE has ended, the hopes is that the Why Try program will continue next year but through the guidance of the teachers delivering the content as per the grant, it was to train the trainer program over 3 years, thus the teachers being the sole instructor of the Why Try curriculum now.

The district continues to implement the universal screener called SAEBRS. This survey is given to students and their teacher 3 times per year. The SAEBRS survey was able to give us more intimate information from the students about their specific mental health needs by viewing the results from two different perspectives, the student and the teacher. The results help guide the district in choosing small group topics. The survey data indicates which students are at a high, medium, or low risk. This assists in how to properly place them in the small groups or 1:1 counseling.

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

This year, we did change up the district's policy on reporting minor and major offenses by utilizing AERIES more than google forms. Behaviors are still monitored through minor and major offenses, based on our PBIS matrix. Minor infractions are monitored by the teacher in tier 1 and are further supported by the counselor in tier 2. With putting more emphasis on the tier1 whole school efforts, we saw a significant decrease in office referrals this year. According to Aeries, we had 45 out of 560 students that had to go up to the office for a behavioral incident this school year. The Student Store has continued to be more desirable with the addition of RAIDER Fridays once a month, where both food and fun items are sold. Tuesday mornings the store was open for the sale of school supplies and towards the end of the year, we added Wednesday afternoon ice cream sales. Students were able to use their RISE tickets as RISE bucks or use up to $5 cash.

This year, the counseling department continued to make a priority of meeting with those students who were struggling academically and were below a 2.0 GPA, but we had significantly less students this year. This year we had less than 1% of students at the end of each quarter compared to 12% of students last year. The counseling department believes the hard work put in from the previous year was able to stick with students and the new implementation of Grading Snapshots, an unofficial progress report going home every 3 weeks, was able to help the students stay on track and understand their grades better. The district has continued with a no homework protocol this year in order to focus on effective classroom instruction and to ensure equity in assessments. This has allowed teachers and administration to really analyze how and what students are learning while they are in the classroom.

The district has an agreement with Say Something, an anti-bullying, anonymous reporting system. Each year all 6th through 8th grade students are trained on how to use the system. Students are able to anonymously report high risk behaviors that could lead to safety

concerns or share information that could lead to protecting others. This is especially helpful for students who don't feel comfortable talking about the situation in person. The Say Something system continued to be used appropriately and effectively, we had 21 total responses this year. Other critical safety protocols that have continued to be in place include: the School Resource Officer provided by Tulare County Sheriff's department, additional cameras, one point of entry, and a partnership with ACTVNET (emergency response system).

NEEDS

This school year, the district is still having some troubles with racial comments by students in a few different grade levels. Our social worker has gone into the classrooms to give some classroom lessons about racial comments, but we are still having some incidents occur. Next year, with the help of the social worker, the district hopes to be more present in classrooms with lessons about cultural sensitivity. With the help of the new BCLAD teacher, the district is also planning to celebrate different cultures each month with lessons, lunch time activities, and/or presentations. The district is also still wanting to plan a multicultural event for families and community members to come together in unity a couple times per year..

The district did end up switching to the California Healthy Kids Survey for this year, although we have not yet received results to deep dive into those yet. Our hope is that we can go over the data over summer and prepare for the new school year where our biggest needs may be.

With Senate Bill 224 going into effect, that requires all students in California receive age-appropriate mental health education, we piloted a new SEL curriculum called Mindflics with 5th-8th grade. Mindflics was a brand new curriculum and while we need to see some successes with the program, there needs to be some more growth that we are working through with the creator.

ELD PROGRAM

Oak Valley Union Elementary School continues to strengthen its English Language Development (ELD) program through both Integrated and Designated ELD practices. In Integrated ELD, the focus is on embedding academic vocabulary strategies within core content areas, particularly English Language Arts and Math. Teachers utilize targeted vocabulary resources and introduce these supports across lessons to ensure language development is interwoven into daily instruction. Instructional scaffolding plays a key role in this integration, with educators using reflective practices and various supports—such as graphic organizers, sensory tools, and interactive activities—to enhance students' access to academic language. Additional supports, including anchor charts, visual examples, structured partner discussions, and sentence frames, are regularly implemented to assist language acquisition during content instruction.

Designated ELD is guided by structured pacing aligned to ELPAC task types and ELD standards. Teachers use grade-level pacing guides to ensure that all students receive consistent, standards-based instruction. Lessons are delivered through multiple modes, including digital slides, paper and pencil activities, and collaborative partner or group work. Instructional tools are closely aligned with ELPAC, incorporating task type bundles that provide both guided and independent practice opportunities to prepare students for assessment and academic success.

Looking ahead, Oak Valley Union has established ELD goals for the 2025–2026 school year that emphasize the continued use of effective instructional strategies. A key focus will be the implementation of pictorial input charts across classrooms to support the development of

academic vocabulary within content areas. This visual support will serve as an essential tool for enhancing comprehension and language development for English learners throughout the curriculum. The addition of a BCLAD teacher will benefit the newcomers as well as English learners that are having difficulty getting reclassified. This teacher will teach all ELD 1st-6th and model integrated ELD instruction for the general education teachers with the goal of increasing overall ELD support.

ELECTIVES

Every student TK thru 8th grade continues to receive VAPA and Ag instruction through our in-school 4H programs. The elective teachers, or what the district calls "specials", provide classroom teachers with their prep time. Students receive art, theater, music, dance, ag, and PE. The goal is for students to become exposed to a variety of electives so that when they get into middle school and high school they can begin to gain advanced skills that will help guide them into college and career pathways. The middle school ag program offers FFA and they participate in a variety of competitions local, regionally, and at the state level. This year 19 students attended California State FFA Convention in Sacramento. There are very few middle school FFA programs in the state of California so our students had an exceptional experience, one that is unique and inspiring. The 4H program (1st-8th grade) is expanding as well with an increase to 51 students participating in the county fair to show an animal, nearly doubling since the program's inception 3 years ago. VAPA also continues to be successful at Oak Valley with the majority of students actively participating in marching band, concert band, a yearly theater production, dance, video production, art, photography, and graphic arts. Students also have the opportunity to run the student store which is open once a week before school, and create the district's very own yearbook.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Governing Board	The Governing Board and the Superintendent engage in a board priority session every three years to identify the board's priority areas. Then each year thereafter, there is a review of the priorities to get feedback on it's status. This also gives continued direction to the Superintendent on what overarching district goals should be focused on in the strategic plan. The 2024-25 OVUESD Board Priorities continue to be as follows and helps give direction on the LCAP goals: ~All students will leave Oak Valley prepared for high school by meeting on-grade-level standards and having exposure to a well-rounded education. ~Students and staff are provided with an environment that includes physical safety, cybersecurity, and accessibility to progressive technology. ~The development of the whole child is supported through active engagement with Educational Partners. ~The district operates in a fiscally responsible way, ensuring solvency.
Parents	COFFEE WITH THE PRINCIPAL The district provides a monthly, first Friday of the month, opportunity to meet with administration and staff in a casual manner over a cup of complimentary coffee from a local coffee truck. The district purposely

Educational Partner(s)	Process for Engagement
	plans this congregation prior to our monthly RISE (PBIS) awards in order to reach more parents. This year the Superintendent selected one question for all staff to ask while they engage with the parents over coffee. Then the staff reported back on the qualitative data to the Superintendent. The following is the feedback received: SSC/ELAC/DELAC This group, which is made up of staff and parents, met three times (November 6th, 2024, January 22, 2025, April 21, 2025) and this is when feedback is collected that helps develop the LCAP. Then at the last meeting of the year a draft of the LCAP is presented and reviewed. There has been an increase in involvement this year due to the Community Outreach Coordinator making personal connections and giving invites or reminders to attend. One area of discussion that was successful was around the actions of the LCAP and the overall budget development process. SURVEYS Various surveys are given throughout the year at Parent Conferences (October), Back to School night (August), and at Open House (April). PTO Oak Valley has a very active PTO and they meet the first Tuesday of every month. The Superintendent and the PTO President then meet the next day after the meeting, to discuss the minutes from each of the monthly meetings.
Administrators, Principals, teachers, other school personnel	GRADE LEVEL LEAD This group meets monthly (first Monday of the month) and is led by the Superintendent and they represent their grade level. This time together allows for direct contact with the Superintendent to get first hand information on any new programs, curriculum and instruction decision making, or just collaborating through various situations. A solicitation of feedback on the LCAP also takes place during the month of April.

Educational Partner(s)	Process for Engagement
	CTA LABOR MANAGEMENT MEETINGS: The Superintendent and the Union President meet periodically throughout the year. There was a mutual decision made to meet informally when needed versus a planned monthly meeting. This year there were 5-6 meetings. Minutes are not kept due to the informal nature of the agreement. Talks centered around teacher immediate needs and or future planning. CABINET: Every month the administration, districts directors and department leads meet. As the year progresses there are times when things need immediate attention and then there are things that are planned for the next year. The department heads give updates to the Superintendent and conversely the Superintendent gives directives on what information should be collected from each department. Current needs include new teacher laptops as the ones previously purchased were at the start of the pandemic. PARAPROFESSIONAL FOCUS GROUP Administration meets monthly with all Instructional Aides to review safety protocols, new procedures, and listen to concerns, suggestions, or answer clarifying questions.
Community Members	COMMUNITY ENGAGEMENT INITIATIVE (CEI) The CEI committee consisted of (2) parents, an Administrator, School Counselor, Community Outreach Coordinator, Bilingual Aide, a teacher, and a paraprofessional. The committee meets 6 times a year, 3 times in person (Oct. 24-25, Feb. 27-28, May 1-2) and 2 times virtually (Sept 18, Jan 22). This is a statewide initiative that allows the committee to be trained by CCEE and network with other school districts across the state on how to build a Community School. The committee identified a problem of practice and developed an action plan based on the needs of OV. COMMUNITY RESOURCE FAIR The Community Outreach Coordinator asked approximately 12 community agencies to come to Open House and provide our families with information and educational resources.

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

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

It is the intention of the Oak Valley UESD administration to engage with all educational partners throughout the year as it helps give perspective. Throughout the year, district and site leaders collect various qualitative and quantitative data through a variety of means: surveys, meetings, focus groups, and one on one conversations in order to allow educational partners the opportunity to engage in the LCAP development process as per the statutory requirement. Their information is captured and recorded via notes or minutes in ordered to build a better understanding of needs and wants of the Educational Partners that contribute towards the district's decision making process. Then a draft of the LCAP is presented to School Site Council (PAC) and ELAC in April for further feedback and input. If there are further ideas or suggestions, the Superintendent responds in writing to those comments/suggestions.

The following is how educational partners influenced this LCAP:

Governing Board
Each LCAP goal continues to be aligned with a Board Priority.

Parents (SSC/ELAC/DELAC and PTO):
Surveys for the past couple of years have indicated a desire for a GATE program. The 25/26 LCAP now has an action item for a GATE TOSA. Depending on the number of students that meet the criteria, GATE class will be for 3rd-8th grade students. It will be a pull out program once a week for the entire year. Instruction will be standards based and mirror the pacing of the core classes but instruction will be at a more rigorous level and include more PBL activities.

Parents were surveyed at parent conference and kindergarten round up were asked the question what programs help your child succeed academically the most. The highest percentage at 42% was intervention This supports the decision to add an additional RSP teacher that will re-vamp the intervention program for next year along with the addition of the BCLAD teacher and AirReading in goal 1 to assist with our most struggling learners.

The second highest response was electives (VAPA, Ag, etc) at 26%. This validates the continued actions in the 25/26 LCAP goal 2 that pay for the Art Teacher and the Ag teacher as well as materials and supplies for electives from REAP.

During SSC/ELAC, parents referenced the on-going need for better communication from the district and staff, along with identifying more ways for them to become involved such as volunteering in the classroom. The Community Outreach Coordinator who was hired this school year will continue to be what bridges parents and the classroom. Goal 3 supports the endeavor.

Staff:
Teachers have shared via staff meetings and PLC meetings that there has been a significant impact on classroom instruction with the increase of newcomers this year. This is why there is an additional action in goal 1 to add a BLCAD teacher who will work specifically with the newcomers, teach ELD, and coach general education teachers on how to integrate ELD into core instruction.

Community Members:
The district surveyed those that attended the district's first Community Resource Fair in April 2025. Surveys indicated the need for wrap-around supports such as after school care (32%), community sports (33%), and mental health needs (25%). There was a large response to the question about course offerings for parents through the Family Resource Center, with the largest response for OV to provide a class on how to create confident kids. The actions in goal 3, Family Resource Center, Parenting Partners, Social Worker, and the addition of the Community Outreach Coordinator, all support families and their needs indicated in the surveys.

Students:
Students are desperate for a additional playground equipment as they are bored at recess. The district is looking into using unrestricted lottery funds to pay for a new playground structure and swings. Although this is not written into the LCAP, it is important to note. Student surveys are indicating an increase in feeling connected to the school by a feeling of increased belonging. This can be attributed to the school counselor and the work she does inside and outside of the classroom by meeting with students in small groups and 1:1, along with visiting classrooms and teaching SEL curriculum. Another contributor is the early morning, 15 minutes, SunRISE time that is spent in every classroom. This is a time teachers spend just building relationships with their students.

SELPA:

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	100% availability of standards-aligned instructional materials for all students including unduplicated and specials needs students.	2023-2024 100% of students have access to standards-aligned instructional materials.	2024-2025 100% of students have access to standards-aligned instructional materials.		100% of students have access to standards-aligned instructional materials.	no difference
1.2	English Learner Progress Indicator on the Dashboard	2022-2023 53.2% ELLs making progress towards English language proficiency on the CA Dashboard	2023-2024 52.6% ELLs making progress towards English language		60% ELLs making progress towards English language proficiency on the CA Dashboard	decline .6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency on the CA Dashboard			
1.3	District Reclassification Rate	2023-2024 20.58%	2024-2025 18%		30% Reclassification rate	decline 2.58%
1.4	Percentage of students receiving tier 2 and tier 3 interventions per district data resource	May 2024 Tier 2 13% Tier 3 5.9%	May 2025 Tier 2 15% Tier 3 9%		Tier 2 <15% Tier 3 <5%	Tier 2 increase 2% Tier 3 increased 3.1%
1.5	BAS Reading Diagnostic results	2023-2024 78.7% of exiting 2nd grade students reading within a year of or at grade level and above	2024-2025 72% of exiting 2nd grade students reading a year of or at grade level and above.		80% of exiting 2nd grade students reading within a year of or at grade level and above	decreased 6.7%
1.6	Youth Truth Student Survey Local survey	2023-2024 51% of 3rd-8th grade students have a sense of belonging and connectiveness at OV	2024-2025 79% of 3rd-8th grade students feel that there is at least one adult on campus they can talk to.		65% of 3rd-8th grade students feel that there is at least one adult on campus they can talk to.	increased 28%
1.7	Facilities Inspection Tool (FIT)	2023-2024 Good Rating	2024-2025 Good Rating		Exemplary Rating	no difference
1.8	Suspension Rate Indicator on the Dashboard	2022-2023 1.5% suspension rate, Blue on the CA Dashboard English Learners - 1.3% - Blue Socioeconomically Disadvantaged - 1.6% - Green Hispanic - 1.5% - Blue	2023-2024 1.2% suspension rate, Green on the CA Dashboard English Learners - 2.9% - Orange Socioeconomically Disadvantaged - 1.1% - Green		<1% suspension rate for all significant student groups below English Learners - Socioeconomically Disadvantaged - Hispanic - White -	decreased .3% English Learners - increased 1.6 Socioeconomically Disadvantaged - decreased .5% Hispanic - decreased .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 1.9% - Green Students with Disabilities - 0% - Blue	Hispanic - 1.3% - Yellow White - 1% - Green Students with Disabilities - 0% - Blue		Students with Disabilities -	White -decreased .9% Students with Disabilities - no difference
1.9	Middle School Dropout Rate	2023-2024 0%	2024-2025 0%		0% dropout rate	no difference
1.10	Expulsion Rate	2023-2024 0%	2024-2025 0%		0% expulsion rate	no difference
1.11	Implementation of State Academic Standards Local Indicator Self Reflection tool Priority 2	2023-2024 ELD aligned to ELA standards rating 5	2024-2025 ELD aligned to ELA standards rating 5		ELD aligned to ELA standards rating 5	no difference
1.12	SAEBRS mental health universal screener	2023-2024 18% of 3rd-8th grade students are at some or high risk	2024-2025 15% of 3rd-8th grade students are at some or high risk		<10% of 3rd-8th grade students are at some or high risk	decreased 3%
1.13	ELPAC written language Score	2022-2023 10.53% (Level 4)Written Language Score on the ELPAC	2023-2024 11.22% (Level 4) Written Language Score on the ELPAC		increase 2% each year	increased .69%

Goal Analysis [2024-25]

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

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

All actions except for 1 were implemented. Goal 1.8, Math TOSA, was unable to be performed because the staff in that position became the Learning Director for 24/25 due to the Principal leaving at the end of summer, July 2024. This posed a challenge for the district because we were unable to provide math coaching to teachers.

This goal aims to target specific needs in students' mental health, physical well being, and cognitive development. The counselor, psychologist, and ELD consultant have shown to be a great support for our ELLs, SED, and students with special needs. The wellness room in particular has become a safe haven for some students because it is a place they can go to when in distress due to the counselor being available at all times. Unfortunately the Learning Center did not render the results it had hoped for so the district will be going in a different direction to help intervention students for the 25/26 SY.

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

Action 1.8 was not expended due to staff moving into a Learning Director position.

Action 1.9 costs were over projected than actual.

Action 1.10 funds were not allocated correctly. This was an oversite on the district's behalf.

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

Overall this goal was implemented to fidelity. The intent of this goal is to provide additional support in the areas of academics, SEL, culture, and safety thus providing a well rounded environment for our students meeting their holistic needs. With the addition of the Community Schools grant, our district has been able to provide ample counseling and school psych support, both engaging with students routinely in the wellness room during recesses or in 1:10, small group settings. The students are thoroughly enjoying the safe, quiet space of the wellness room and it has become a very respected space, not like it was the first year due to its novelty. Kids were very rambunctious and we had to have a lot of supervision. Now it is used more purposefully and those that need it most really take advantage of it. Survey results indicate an increase in connectedness from 51% to 79% and the SAEBRS mental health universal screener depicts a decrease of 3% of students who are at "some or high risk".

The ELD consultant continues to be a huge help to the district. He has provided strategic plans on how to integrate ELD into other core content areas and we are beginning to see shifts in differentiation offered district-wide. Another area of growth has been the performance of our LTELs. On the Dashboard they are the student group that is excelling the most and the district feels that it is contributed to the ELD consultants work with the ELD teachers 3rd-8th grade. The ELD Consultant comes alongside each teacher and helps coach on best instructional practices using the ELD frameworks. He conducts walk thrus and gives meaningful feedback to the teachers. He is in constant contact with the Bilingual Aides that are partially funded through Title III. They collaborate on their students they are assigned to for push in support, ELD support in the classroom, and newcomer support. LTELs increased 21/1 points in ELA and 8.2 points in math on the Dashboard.

The Intervention Teacher plus the two intervention aides is financially too expensive to continue. The cost per child that were seen in the Learning Center for intervention was upwards to $7,000 per student. Therefore the district has decided to remove this action beginning the 25/26 school year and instead add an additional RSP teacher to help offset the growing IEP caseload and have the RSP teachers provide

informal interventions in conjunction with IEP small groups. The district had hoped that more students would have exited from interventions throughout the year but instead only 5 students moved out of tier 2 to tier 1, thus not meeting metric 1.4.

1.1 School Counselor- effective, metric 1.6 target met, metric 1.12 is decreasing
1.2 Wellness Room- effective, metric 1.6 target met, metric 1/12 is decreasing
1.3 Psychologist- effective, metric 1.8 target met for students with disabilities
1.4 ELD Consultant- effective, LTEL student group is out performing all other student groups except for whites on ELA indicator
1.5 Bilingual Aides- effective, work specifically with newcomers which has increased significantly during 24/25SY
1.6 Learning Center - ineffective, not meeting target for metric 1.4
1.7 k-2 Aides - ineffective, not meeting metric 1.5
1.8 Math TOSA - ineffective, unable to complete action
1.9 Librarian Tech FT - effective, increase of students visiting the library during after school and recess
1.10 Additional Teachers hired for smaller class sizes - ineffective, not meeting metric 1.4

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.

Metric 1.6 was changed due to the district not contracting with Youth Truth. The surveyed questions for this year changed from "I feel connected and accepted at school" to "There is at least one adult that I can talk to when I feel sad, anxious, or frustrated". This question aligns better with the intent behind the goal which is to ensure students feel they can trust at least one adult on campus to help them through their emotional concerns.

Action 1.8 will no longer be used as that staff member has decided to go back into the classroom and the new Principal has decided to go in a different direction for math support.

Action 1.10 was modified by removing the 6th grade teacher due to enrollment numbers.

Action 1.11 was added due to the increase in newcomers. The district has decided to add a BCLAD teacher beginning the 25/26 school year.

Due to costs of action 1.6 and ineffectiveness (low exit rate and not meeting metric 1.4), this action will not continue.

The addition of Action 1.12, Air Reading, is due to it's tremendous affect on increasing reading proficiency. 100% of the students that participated grew in proficiency and 53% improved in both measures WCPM and reading accuracy. It was first piloted in the ELOP program and we are now going to implement it during the school day.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Counselor	School Counselor to meet with students 1:1 and in small groups. Assists with Tier 1 interventions.	$140,000.00	Yes
1.2	Wellness Room	The Wellness room is a location that students can visit during recess and or during class time in order to bring peace and calm to an anxious, frustrated, or anger filled child so that they can resume back to class instruction ready to learn. This action will support the purchase of materials and supplies.	$25,000.00	No
1.3	Psychologist	Payment towards 2 additional days of Psych services to meet the socio-emotional needs and academic needs of our students, including our SPED students.	$95,000.00	No
1.4	ELD Consultant	Contract for 10 days of designated and integrated ELD coaching support for the BLCAD teacher through Kings County Office of Education to assist teachers in ELD professional development through coaching and training.	$18,000.00	No
1.5	Bilingual Aides	Two bilingual aides to assist the BCLAD teacher with newcomers and ELD program (Title III) to support English proficiency, especially for our increasing newcomer student population.	$104,000.00	Yes
1.6	Learning Center	An Intervention teacher and two Intervention Instructional Aides, along with intervention programs, supplies, and materials that are needed to support Tier 2 and 3 interventions in order to meet the learning needs of our students. NO LONGER PROVIDING THIS ACTION		
1.7	K-2nd grade Instructional Aides	Part time instructional aides that provide small group and 1:1 tier 1 interventions in each K-2 classroom.	$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Math TOSA	Provide a math teacher on special assignment to assist teachers with math instruction, interventions, along with modeling/coaching lessons. THIS ACTION WILL NO LONGER BE USED		
1.9	Librarian Tech	Increase the part-time librarian tech to full time in order for students to have access to the library before school, at lunch, and after school that will support the increase in literacy proficiency.	$30,000.00	Yes
1.10	Additional Teachers hired for smaller class sizes	Maintain additional teachers in 4th and 5th grade in order to provide smaller class sizes to support the high risk needs of our unduplicated, ELLs, and special needs students.	$230,000.00	Yes
1.11	BCLAD Teacher	The BCLAD teacher will teach all K-6th grade ELD along with providing a newcomer class. This teacher will also coordinate the ELPAC and coach self-contained teachers on integrated ELD strategies.	$133,000.00	Yes
1.12	Air Reading	Provide reading tutorial services for our middle school students during homeroom to assist with increasing reading proficiency.	$70,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SARC-fully credentialed teachers	2022-2023 100% of teachers fully credentialed	2023-2024 100% of teachers fully credentialed		100% of teachers fully credentialed	no difference
2.2	ELA Academic Indicator	2022-2023 All students 1.9 points above standard-Green	2023-2024 - All Students 4.4 points below standard-Yellow		All students 20 points above standard-Blue	All Students: decreased 6.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - 31.9 points below standard - Orange Socioeconomically Disadvantaged - 11.8 points below standard - Orange Hispanic - 6.4 points below standard - Yellow White - 26.8 points above standard - Green	English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green		English Learners - Green Socioeconomically Disadvantaged - Green Hispanic - Green White - Blue	English Learners - decreased 2 points Socioeconomically Disadvantaged - decreased 7.1 points Hispanic - decreased 5.3 points White - decreased .2 points
2.3	Math Academic Indicator	2022-2023 All students 33.4 points below standard-Yellow English Learners - 64.8 points below standard - Orange Socioeconomically Disadvantaged - 44.9 points below standard - Orange Hispanic - 41.6 points below standard - Yellow White - 8.9 points below standard - Green	2023-2024 - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange Hispanic - 51.5 points below standard - Orange		All students 1 point above standard-Blue English Learners - Green Socioeconomically Disadvantaged - Green Hispanic - Green White - Blue	All students decreased 9.9 points English Learners - decreased 6 points Socioeconomically Disadvantaged - decreased 13.1 points Hispanic - decreased 9.9 points White - increased 1.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White - 7.7points below standard - Yellow			
2.4	Course Enrollment	2023-2024 All students have exposure to VAPA and Ag instruction	2024-2025 All students have exposure to VAPA and Ag instruction		All students have exposure to VAPA and Ag instruction	no difference
2.5	PBL Focus Walk Data	2023-2024 25% of 3rd-5th grade teachers implement a PBL lesson once per semester	2024-2025 100% of 3rd-5th grade teachers implement a PBL lesson once per semester		100% of 3rd-5th grade teachers implement a PBL lesson once per quarter	no difference
2.6	UDL Focus Walk Data	Baseline established in 2024-2025	Unable to conduct		100% of 3rd-8th grade teachers create authentic forms of assessments for each unit of study	unable to conduct metric
2.7	Rigor Focus Walk Data	Baseline established in 2024-2025	Unable to conduct		100% of teachers show evidence of rigorous instruction	unable to conduct metric
2.8	Technology access	2023-2024 100% of all students have access to laptops and connectivity for learning	2024-2025 100% of all students have access to laptops and connectivity for learning		100% of all students have access to laptops and connectivity for learning	no difference
2.9	Chronic Absenteeism rate	2022-2023 9.7% chronically absent, Green, as indicated on the CA Dashboard English Learners - 15% - Yellow	2023-2024 4.1% chronically absent, Blue, as indicated on the CA Dashboard		5% or less chronically absent as indicated on the CA Dashboard for all significant student groups below.	All students decreased 5.6% English Learners - decreased 6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 12.1% - Yellow Hispanic - 10.3% - Yellow White - 7.5% - Green Student with Disabilities -10.6% - Yellow	English Learners - 8.8% - Green Socioeconomically Disadvantaged - 5.4% - Green Hispanic - 4.5% - Blue White - 3% - Green Student with Disabilities - 4.3% - Green		English Learners - Socioeconomically Disadvantaged - Hispanic - White - Students with Disabilities -	Socioeconomically Disadvantaged - decreased 6.7% Hispanic - decreased 5.8% White - decreased 4.5% Students with Disabilities - decreased 6.3%
2.10	Attendance Rate	2023-2024 94% attendance rate	2024-2025 96% attendance rate		97% attendance rate	increased 2%
2.11	Percentage of teachers appropriately assigned	2023-2024 97% of teachers are appropriately assigned.	2024-2025 100% of teachers are appropriately assigned		100% of teachers are appropriately assigned	increased 3%
2.12	CAST Indicator	Baseline established in 2023-2024 All students 10.2 points below standard	Baseline established in 2023-2024 All students 10.2 points below standard		All students improve 2 pts per year	TBD

Goal Analysis [2024-25]

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

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

All actions were implemented except for action 2, Close Read training. This was due to the trainer being unavailable. Overall this goal is aimed at providing unique experiences for our students so that they receive a well-rounded education and exit Oak Valley with a better sense

of knowing their skills and attributes that ill make them successful in high school. The Ag and VAPA pathways have become a staple at Oak Valley. Every student participates in Ag and VAPA each year along with participating in a variety of field trips so that students can build real world experiences. Teachers are receiving professional development and side-by-side coaching that is providing them with new instructional practices that are research-based to assist with academic achievement.

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

Action 2.2 was not expended due to the action not being implemented.

Action 2.4: there was a change in July of 2024 with staffing. The technology director moved into a different position within the district therefore the district decided to contract with a technology vendor, MidValley IT and the costs were significantly more. For the 25/26 LCAP this action will be split funded between the LCAP and Title 1 to cover the costs.

Action 2.6 was underspent not knowing the cost of technology replacements at the time of writing the budget.

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

There was a lot of work the TCOE ELA consultant (action 1) conducted in her work plan specifically with K-2 teachers. Preliminary walk thrus and observations by the school psych in the beginning of the 24/25 school year indicated that there was a significant need to focus on centers. The work students were engage with in centers varied from classroom to classroom and there was a need to bring more writing and rigor to the centers. Additionally there was a review and monitoring of how Guided Reading small group instruction was being conducted. Once again, the TCOE consultant noticed during walk thrus that there was a need to calibrate how reading instruction is conducted along with how to implement tier 2 intervention strategies during Guided Reading time. The combination of efforts, along with a new principal that has a focus on Science of Reading for 25/26 will hopefully be the catalyst to increasing reading proficiency rates. BAS scores last year were still indicating that only approximately 78% of exiting 2nd grade students were reading within grade level or above. When that percentage is broken down, only approximately 55% of students are at or above reading on grade level for exiting 2nd graders. The data for 25/26 is staying stagnate thus there continues to be a need to focus on early literacy.

The district's enrichment programs continue to be a staple at Oak Valley and is the reason why many parents choose to bring their children to Oak Valley on interdistrict agreements (65%). The programs include VAPA (action 5 & 8) such as art, dance, theater, music, and Ag (action 3) All students, TK-8th, have opportunity to engage in every program. The amount of students participating in showmanship at the county fair has over doubled from 21 to 50 students showing goats, chickens, rabbits, lambs, pigs, and dairy cows. Additionally the art teacher submits student art and photography to the county fair in September. Nineteen students attended the State FFA convention in Sacramento this year. Oak Valley FFA is one of a few middle school chapters in California. Our FFA chapter compete at local, region, and state levels in various leadership competitions. Every year theater puts on a Disney production and 6th-8th grade students do an amazing job. This along with a robust music program including marching band and concert band, are giving all of our students opportunities to discover new talents. The district's 97% attendance rate (reaching the 3 year metric goal), with a blue indicator, on the Dashboard depicts the high engagement in school.

Due to the Superintendent having to take on the Principal role as well as the taking on the role of Director of Special Education, it was a challenge to get into classrooms to conduct productive walk thru's that could result in quality data collection. Therefore the walk thru metric to identify rigor and UDL practices were not collected. Other qualitative data was collected from the School Psych, Learning Director, RTI teacher, and the TCOE ELA consultant which did allow for some good insight on how instruction was going in the classroom.

2.1 TCOE Consulting Services - effective, metric 2.5 target met
2.2 Close Read PD - did not implement
2.3 Ag Pathway - effective, metric 2.4 target met
2.4 Technology Director and Tech Assistant - effective, metric 2.8 target met
2.5 Art Teacher - effective, metric 2.4 target met
2.6 Updates to Technology - effective, metric 2.8 target met
2.7 Field Trips - effective, metric 2.9 target met,
2.8 VAPA Pathway - effective, metric 2/4 target met
2.9 Induction- effective, metric 2.1 & 2.11 target met

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

Action 2.1 has a new content focus to include writing, math, and reading. This change was to reflect the new PD focus for 25/26.

Action 2.2 was not implemented this year and will not remain as an action item moving forward next school year.

Action 2.9 will not be needed during the 25/26 school year as there will be no teachers that need induction and if for some reason there becomes someone, the district will use different funding.

Action 2.10 depicts the change in Title 1 funds from action 9, Induction, to professional development activities.

Action 2.11 is the addition of a GATE TOSA. Ongoing parent surveys indicate this desire for more rigorous opportunities for students, therefore the district has decided to create a GATE TOSA position for 3rd-8th grade exceptional children.

Action 2.12 funds the buy-out of the Science teachers prep so that he can co-teach with 3rd-5th grade teachers in order to place an emphasis on science instruction. With the addition of the Science indicator on the Dashboard, it is important that our students are more prepared.

Metric 2.12 this additional metric will be added to monitor the progress on the CAST and correlates to the new action 2.12

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TCOE Consulting Services	Professional development/coaching provided by TCOE in the area of writing, math, and reading proficiency that will support the endeavors of new instructional practices.	$35,000.00	No
2.2	Close Read and Lit Circle Professional Development	Specific close read and Lit circle training for teachers to increase student reading comprehension. WILL NOT CONTINUE ACTION		
2.3	Ag Pathway	Provide an Ag teacher and materials for the in-school 4H and FFA program that will broaden course access to all students including low income, ELLS, and SPED students.	$145,000.00	Yes
2.4	Technology Coordinator and Tech support (Mid Valley IT)	Ensure all students, including SPED and ELLs, have consistent access to technology.	$200,000.00	Yes
2.5	Art Teacher	Fulltime Art teacher in order to broaden course access to all students including low income, ELLS, and SPED students.	$140,000.00	Yes
2.6	Updates to Technology	Ongoing software updates/subscriptions and purchases of Chromebooks to replenish old ones so that students have no interruptions in learning. (Title I)	$25,000.00	No
2.7	Field Trips	Each grade level to attend one field trip in order to broaden student experiences. (Title IV)	$15,000.00	No
2.8	VAPA Pathway	Supplies to support the VAPA program which includes music, art, photography, theatre, and dance.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Induction Program	Induction program that supports teachers in clearing their credential. (Title II)-ACTION NO LONGER BEING USED		
2.10	Professional Development	Professional development opportunities for teachers to become more confident in instructional practices and or learn new concepts that will support our neediest students.	$10,000.00	No
2.11	Music Teacher	The Music teacher will provide opportunities for all students K-8 to be exposed to various musical instruments, concert band, and marching band.	$110,000.00	Yes
2.12	Additional Science prep	Pay for the science teachers prep to add an additional science period so that he can co-teach science at the 3rd-5th grade level in order to increase science instruction.	$18,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average Attendance at SSC/ELAC meetings for the year	2023-2024 5 parents on average attend SSC/ELAC meetings throughout the year	2024-2025 14 parents on average attend SSC/ELAC meetings throughout the year		30 parents on average attend SSC/ELAC meetings throughout the year	increased 9
3.2	Family Resource Center visitor log/needs assessment form	2023-2024 Baseline will be established in 2024-2025	2024-2025 The Family Resource Center logged 112 parent contacts for assistance and 100% of them received services		100% of our families that choose to visit the Family Resource Center, receive services applicable to their needs.	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			related to their needs.			
3.3	Parent Conference attendance rate	2023-2024 99% of parents attend both fall and spring parent conferences	2024-2025 99% of parents attend both fall and spring parent conferences		100% of parents attend both fall and spring parent conferences	no difference
3.4	Parent attendance at IEP meetings	2023-2024 100% parent attendance at IEP meetings	2024-2025 100% parent attendance at IEP meetings		100% parent attendance at IEP meetings	no difference
3.5	OV Parent survey	2023-2024 67% I feel empowered to play a meaningful role in decision-making at my school.	2024-2025 94% feel that OV provides opportunities to engage in meaningful dialogue, decision making, and or activities		80% feel that OV provides opportunities to engage in meaningful dialogue, decision making, and or activities	increase 27%

Goal Analysis [2024-25]

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

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

All actions were implemented. The Family Resource Center (FRC) had an increase of parents and families visiting and this was especially due to the addition of a Community Outreach Coordinator who worked diligently on communicating available resources with families. Those resources included parenting education nights where parents participated in Parenting Partners. This program provided various parenting classes and once they completed the classes they graduated with a certificate. Parents were very pleased with the program. The addition of the social workers also gave support to our families in need. They participated in various parent meetings and met individually with students to offer support to our neediest children. The district believes that this is contributing to the increase in metric 3.5.

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

Action 3/1, Computers and tables were purchased for the Family Resource Center that was not anticipated.

Action 3.2, Parenting Partners, Contracted services came under budget.

Action 3.3, The contract with the county for the Social Workers changed to increase days in order to have a bilingual social worker on site.

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

The Family Resource Center (Action 1) had an extraordinary first year. The addition of the Community Outreach Coordinator allowed for Oak Valley to serve its families needs and connect them with outside resources when needed. The center really evolved over the year and as the Community Outreach Coordinator became more familiar with community resources, there was an increase in providing services. The coordinator's role has taken off and families look to him as a pivotal source of help and connection to the school. The coordinator is the first person children and parents see when they are being dropped off in the morning outside the cafeteria and the last person they see as he monitors the pick up area.

The Community Outreach Coordinator brought new opportunities for parents by implementing Parenting Partners, a 6 week parent leadership class that focuses on how to raise confident children in a positive environment. Two sessions were taught this year. The first session was with the Social Worker and the Coordinator facilitating the workshop and 14 parents graduated from the program. The second session was then facilitated by 2 parent graduates from the first session, with 6 graduates. The feedback was very positive and parents are waiting to attend next year. By scheduling the SSC/ELAC meeting right before the parenting class, it increased the amount of parents that came to the meeting because they were back-to-back and in the same room.

The Coordinator reached out to Tulare Adult School to see if they could offer a GED class for our parents at Oak Valley. Through surveys and conversations, the district realized that this was a need of our parents. The program started out in January with 17 parents and has dwindled down to just 6 with 3 potentially passing the GED exam. One of the requests has been to have child care so we are going to add that for next year to see if that increases participation. But overall it was a great start.

For the 24/25 school year the district decided not to continue using the Youth Truth survey as it was borderline controversial. Therefore, the district is shifting back to the California Healthy Kids Survey. We were unable to conduct the CHKS this year during to timing so we will begin next year. So instead the district created their own version of a parent survey which effected the metric 3.5 this year. There was a similar question given and it reflects an increase to 94% of parents feeling like they have opportunity to engage in meaningful dialogue, decision making, and or other activities. The district feels that the inclusion of the CA Community Schools Implementation grant has provided additional resources for parents along with a more structured focus on community engagement and survey results are reflecting the parents increased happiness and feeling of support from the district.

3.1 Family Resource Center, effective, metric 3.2 target met
3.2 Parent training programs, effective, metric 3.5 target met
3.3 Social Worker, effective, metric 3.2 target met

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

Metric 3.5 changed due to the district not contracting with Youth Truth for a parent survey. Instead a local OV Parent survey was created and given to parents thus the question changed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Resource Center	Provide materials, supplies, and refreshments to help support parent meetings, trainings, and other engagement activities. (CCSPP)	$10,000.00	No
3.2	Parent training programs	Implement a parent education program that will increase and empower parents to engage with the school.	$7,500.00	No
3.3	Social Worker	Provide a social worker that can work closely with all families to support their unexpected and on-going needs.	$68,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,383,185	$129,728

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
23.083%	0.000%	$0.00	23.083%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** School Counselor **Need:** 75% of our students are low income and have many or these socioeconomically disadvantaged and English learner students have high needs not only academically but socio-emotionally. The other issue is the chronic absenteeism rate for ELLs is 15% and SED students are at	The LEA is a small, rural, TK-8th grade one school district with 75% of students being low income, thus the school counselor is available for all students. She provides individual and small group sessions based on the SAEBRS universal screener. Specific groups that are created based off of the screener are: apathy towards school, lack of motivation, improved self esteem, girl talk, anger management, and anxiety/fears. These are just some examples but can be areas of concern for low income students who are dealing with high	Metric 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	12.1% according to the Dashboard. Although it has declined from the previous year, it is still higher than other student groups. This also impacts their ability to be present for instruction and thus impacts their learning and academic performance. 2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green 2023-2024 (2023 Dashboard) - Mathematics - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange Hispanic - 51.5 points below standard - Orange	stress environments. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White - 7.7points below standard - Yellow **Scope:** LEA-wide		
1.7	**Action:** K-2nd grade Instructional Aides **Need:** Only 55% of exiting 2nd grade students are on grade level in reading and 17% of exiting 2nd graders are within one year of grade level. This is lower than the district's goal of 80% on grade level. English Language Learner's make up 25% of K-2 grade students and 44% of K-2nd grade is considered low income. **Scope:** LEA-wide	Instructional aides will be assigned to k-2 classrooms to perform small group tier 2 and tier 3 instruction in Guided Reading underperforming Unduplicated Pupils. Groups will be created and monitored through a strict formative approach in order to maximize learning goals. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 1.5
1.9	**Action:** Librarian Tech **Need:** English language learners are not improving in English proficiency as desired by the district. They maintained progress on the ELPI. Additionally, only 55% of exiting 2nd graders are at grade level reading proficiency. There is a need to support literacy not only during class time but during recesses and after school. Additionally, feedback from educational partners indicate that our SED and EL	The librarian tech will maintain full-time status from part time in order to keep the library open before school, at lunch, and after school in order to cultivate a love for reading and offer ample opportunities for Unduplicated students to be immersed in reading, and have trained, experienced staff assisting them with selection of appropriate level literacy resources to support classroom learning without the restricts of part time availability. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other	Metric1.2, Metric 1.3, Metric 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students have less access to literacy related resources in the home, such as appropriate level reading material. These two groups also perform lower on standardized assessments. 2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green **Scope:** LEA-wide	students exhibited similar needs. Also, it would be impossible to refuse service to those students who are not unduplicated thus why it is a district-wide action.	
1.10	**Action:** Additional Teachers hired for smaller class sizes **Need:** The district's UPP rate is 65%. The Governing Boards desire is to decrease class sizes so that unduplicated students receive more individualized instruction, as assessment	Increasing to 3 teachers per 4th-5th grade level will reduce class sizes to an average of 20 students Kinder thru 8th grade. This will enable our instructional staff to maximize instructional opportunities for Unduplicated Pupils through smaller group instruction and increased intervention and support opportunities. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will	Metric 2.9, Metric 2.10

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
	results indicate performance results lower than other student groups. ELLs maintained progress towards English proficiency with a -.6% on the Dashboard and are 33.9 points below standard in ELA and 70.8 points below standard in math due to a 6 point decline on the Dashboard. 2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green 2023-2024 (2023 Dashboard) - Mathematics - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange Hispanic - 51.5 points below standard - Orange	be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White - 7.7points below standard - Yellow **Scope:** LEA-wide		
2.3	**Action:** Ag Pathway **Need:** Oak Valley is a rural school district. It is essential that students get exposure to a variety of real world skills and career awareness in order to broaden their future opportunities. In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning opportunities for our lowest performing student groups, especially our Unduplicated, was noted by staff, parents, and students. Parents and community members have identified the need to address student interests in the elective program through the offering of instructional time aligned with Agricultural Science Ca CTE Model State Standards. These opportunities will help strengthen learning in other core content areas, as Science instruction strongly ties to ELA and Math. And, as mentioned previously, 70% of our SpEd students are socioeconomically disadvantaged. Their needs for purposes of development of this action was based on their needs as low-income students.	The Ag teacher provides 4H ag curriculum to all students in kinder thru 8th grade. Ag science electives that integrate critical thinking, reading, writing, and mathematical skills into engaging project-based instruction for unduplicated students to apply, practice, and integrate subject matter skills for greater understanding. Learning by Doing provides unduplicated students a better understanding of core materials as they are integrated into other activities. Though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green 2023-2024 (2023 Dashboard) - Mathematics - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange Hispanic - 51.5 points below standard - Orange White - 7.7points below standard - Yellow **Scope:** LEA-wide		

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
2.4	**Action:** Technology Coordinator and Tech support (Mid Valley IT) **Need:** With a large number of students who are socioeconomically disadvantaged, (UPP 68%), at Oak Valley, it is essential that they have consistent access to technology that is safe and engaging at school and at home. Consistent and reliable technology and access to technology infrastructure and instructional programs was a common need identified by educational partners. The district provides approximately 25 wireless routers to families each year. Many families of SED and EL students do not have the fiscal resources to afford at-home Wi-Fi services, and phone hot spots do not support the needed access of multiple students and adults needing to access Wi-Fi in the household. Ensuring that district technology personnel are available to support the learning needs of these students is critical. 2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange	The Technology Coordinator monitors technology safety, ensures every Unduplicated student has access to technology for instructional purposes, and is able to access consistent, reliable, and safe Internet at home and school. The access by Unduplicated to this service will ensure none are left behind due to not having Wi-Fi access. By maintaining a coordinator, Unduplicated pupils can be assured no downtime or interruptions exist that could hinder access to learning resources. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White - 26.6 points above standard - Green 2023-2024 (2023 Dashboard) - Mathematics - All students 43.3 points below standard- Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange Hispanic - 51.5 points below standard - Orange White - 7.7points below standard - Yellow **Scope:** LEA-wide		
2.5	**Action:** Art Teacher **Need:** Oak Valley is a rural school district that receives Title IV and V funds. It is essential that students get exposure to a variety of visual and performing arts in order to broaden their future opportunities. In examining the needs of our English Learner, SED, and SWD subgroups, the need for increased contextualized learning opportunities was	The art teacher provides visual art standards to students in order to enhance skills and develop a passion for art for those that would not necessarily have had access in a rural school setting. Art electives that integrate critical thinking, reading, writing, and mathematical skills into engaging project-based instruction for unduplicated students to apply, practice, and integrate subject matter skills for greater understanding. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be	Metric 2.4

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.12	**Action:** Additional Science prep **Need:** The SED students are vastly underperforming in ELA and most significantly in math. 2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange Socioeconomically Disadvantaged - 18.9 points below standard - Orange Hispanic - 11.7 points below standard - Orange White - 26.6 points above standard - Green 2023-2024 (2023 Dashboard) - Mathematics - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange Socioeconomically Disadvantaged - 58 points below standard - Orange	The middle school science teacher will work specifically with 3rd thru 5th grade students by team teaching with the general education teacher. This will bring a focus on science instruction that is imperative to increasing exposure to the science standards (NGSS) so that students will perform better on the newly added CAST Dashboard indicator and in cross-curricular math concepts. Previous 3rd-5th grade science instruction was taught sparingly and now with the heightened focus, students will have a more hands on opportunities and teachers will become more confident in teaching science as they learn from the Single Subject Science Teacher.	Metric 2.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic - 51.5 points below standard - Orange White - 7.7points below standard - Yellow 2023-2024 (2024 Dashboard) - CAST - All students 10.2 points below standard **Scope:** LEA-wide		

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023-2024: 52.6% ELLs making progress towards English language proficiency on the CA Dashboard. 2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange 2023-2024 (2024 Dashboard) - Mathematics - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** BCLAD Teacher **Need:** There is an increase in newcomers recently and teachers are at a loss on how to meet the needs of students who do not speak any English. 2023-2024: 52.6% ELLs making progress towards English language proficiency on the CA Dashboard.	The BCLAD teacher will teach all ELD classes 1st-5th grade and will teach a newcomer class. She will oversee the two Bilingual aides that will provide push in services and small group interventions. This will provide continuity in ELD instruction with hopes of increasing the ELPI on the Dashboard. The BCLAD teacher will also be the ELPAC coordinator and provide coaching to general education teachers on how to integrate ELD in all core content areas.	Metrict 1.2 and Metric 1.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023-2024 (2024 Dashboard) - English Language Arts - All Students 4.4 points below standard-Yellow English Learners - 33.9 points below standard - Orange 2023-2024 (2024 Dashboard) - Mathematics - All students 43.3 points below standard-Orange English Learners - 70.8 points below standard - Orange **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,992,148	1,383,185	23.083%	0.000%	23.083%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,402,413.00	$333,500.00	$0.00	$182,587.00	$1,918,500.00	$1,215,000.00	$703,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	
1	1.2	Wellness Room	All	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
1	1.3	Psychologist	All	No			All Schools	Ongoing	$0.00	$95,000.00		$95,000.00			$95,000.00	
1	1.4	ELD Consultant	ELL	No			All Schools	Ongoing	$0.00	$18,000.00		$18,000.00			$18,000.00	
1	1.5	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$104,000.00	$0.00	$86,413.00			$17,587.00	$104,000.00	
1	1.6	Learning Center														
1	1.7	K-2nd grade Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$270,000.00	$0.00	$270,000.00				$270,000.00	
1	1.8	Math TOSA														
1	1.9	Librarian Tech	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	1.10	Additional Teachers hired for smaller class sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$230,000.00	$0.00	$230,000.00				$230,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	BCLAD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$133,000.00	$133,000.00				$133,000.00	
1	1.12	Air Reading	All	No			Specific Schools: Middle School Grades 6-8	Ongoing	$0.00	$70,000.00		$70,000.00			$70,000.00	
2	2.1	TCOE Consulting Services	All	No			All Schools	Ongoing	$0.00	$35,000.00		$35,000.00			$35,000.00	
2	2.2	Close Read and Lit Circle Professional Development														
2	2.3	Ag Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,000.00	$15,000.00	$145,000.00				$145,000.00	
2	2.4	Technology Coordinator and Tech support (Mid Valley IT)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$200,000.00	$100,000.00			$100,000.00	$200,000.00	
2	2.5	Art Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,000.00	$10,000.00	$140,000.00				$140,000.00	
2	2.6	Updates to Technology	All	No			All Schools	Ongoing	$0.00	$25,000.00				$25,000.00	$25,000.00	
2	2.7	Field Trips	All	No			All Schools	Ongoing	$0.00	$15,000.00		$5,000.00		$10,000.00	$15,000.00	
2	2.8	VAPA Pathway	All	No			All Schools	Ongoing	$0.00	$20,000.00				$20,000.00	$20,000.00	
2	2.9	Induction Program														
2	2.10	Professional Development	All	No			All Schools	Ongoing	$0.00	$10,000.00				$10,000.00	$10,000.00	
2	2.11	Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grade	Ongoing	$95,000.00	$15,000.00	$110,000.00				$110,000.00	

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	2.12	Additional Science prep	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,000.00	$0.00	$18,000.00				$18,000.00	
3	3.1	Family Resource Center	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
3	3.2	Parent training programs	All	No			All Schools	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
3	3.3	Social Worker	All	No			All Schools	Ongoing	$68,000.00	$0.00		$68,000.00			$68,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,992,148	1,383,185	23.083%	0.000%	23.083%	$1,402,413.00	0.000%	23.404 %	**Total:**	$1,402,413.00
								LEA-wide Total:	$1,183,000.00
								Limited Total:	$219,413.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
1	**1.5**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$86,413.00	
1	**1.7**	K-2nd grade Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,000.00	
1	**1.9**	Librarian Tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.10**	Additional Teachers hired for smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
1	**1.11**	BCLAD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$133,000.00	
2	**2.3**	Ag Pathway	Yes	LEA-wide	English Learners Foster Youth	All Schools	$145,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.4**	Technology Coordinator and Tech support (Mid Valley IT)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	**2.5**	Art Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
2	**2.11**	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd-8th grade	$110,000.00	
2	**2.12**	Additional Science prep	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,991,167.00	$2,005,543.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Counselor	Yes	$140,000.00	$137,716
1	**1.2**	Wellness Room	No	$20,000.00	$20,000
1	**1.3**	Psychologist	No	$116,400.00	$116,400
1	**1.4**	ELD Consultant	Yes	$32,000.00	$33,000
1	**1.5**	Bilingual Aides	Yes	$94,000.00	$93,891
1	**1.6**	Learning Center	Yes	$210,000.00	$219,579
1	**1.7**	K-2nd grade Instructional Aides	Yes	$270,000.00	$268,555
1	**1.8**	Math TOSA	Yes	$125,000.00	$0
1	**1.9**	Librarian Tech	Yes	$30,000.00	$25,730
1	**1.10**	Additional Teachers hired for smaller class sizes	Yes	$230,000.00	$315,609
2	**2.1**	TCOE Consulting Services	Yes	$26,000.00	$26,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Close Read and Lit Circle Professional Development	Yes	$10,000.00	$0
2	**2.3**	Ag Pathway	Yes	$120,000.00	$118,730
2	**2.4**	Technology Coordinator and Tech support	Yes	$155,000.00	$204,600
2	**2.5**	Art Teacher	Yes	$123,000.00	$121,478
2	**2.6**	Updates to Technology	Yes	$129,000.00	$139,588
2	**2.7**	Field Trips	Yes	$15,000.00	$15,235
2	**2.8**	VAPA Pathway	No	$30,767.00	$30,767
2	**2.9**	Induction Program	Yes	$10,000.00	$11,806
3	**3.1**	Family Resource Center	No	$10,000.00	$30,000
3	**3.2**	Parent training programs	No	$50,000.00	$7,859
3	**3.3**	Social Worker	Yes	$45,000.00	$69,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,458,202	$1,614,144.00	$1,551,244.00	$62,900.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	School Counselor	Yes	$140,000.00	$137,716		
1	1.4	ELD Consultant	Yes	$32,000.00	$33,000		
1	1.5	Bilingual Aides	Yes	$76,413.00	$76,413		
1	1.6	Learning Center	Yes	$210,000.00	$219,579		
1	1.7	K-2nd grade Instructional Aides	Yes	$270,000.00	$246,041		
1	1.8	Math TOSA	Yes	$125,000.00	0		
1	1.9	Librarian Tech	Yes	$30,000.00	$25,730		
1	1.10	Additional Teachers hired for smaller class sizes	Yes	$230,000.00	$220,613		
2	2.1	TCOE Consulting Services	Yes	$26,000.00	$26,000		
2	2.2	Close Read and Lit Circle Professional Development	Yes	$10,000.00	0		
2	2.3	Ag Pathway	Yes	$110,000.00	$110,000		
2	2.4	Technology Coordinator and Tech support	Yes	$155,000.00	$175,543		
2	2.5	Art Teacher	Yes	$123,000.00	$121,478		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Updates to Technology	Yes	$64,000.00	$139,588		
2	2.7	Field Trips	Yes	$5,000.00	$5,000		
2	2.9	Induction Program	Yes	$2,731.00	$9,543		
3	3.3	Social Worker	Yes	$5,000.00	$5,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,865,744	$1,458,202	0.009%	24.869%	$1,551,244.00	0.000%	26.446%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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