LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Valley UESD

CDS Code: 54-72017-6054175

School Year: 2024-25

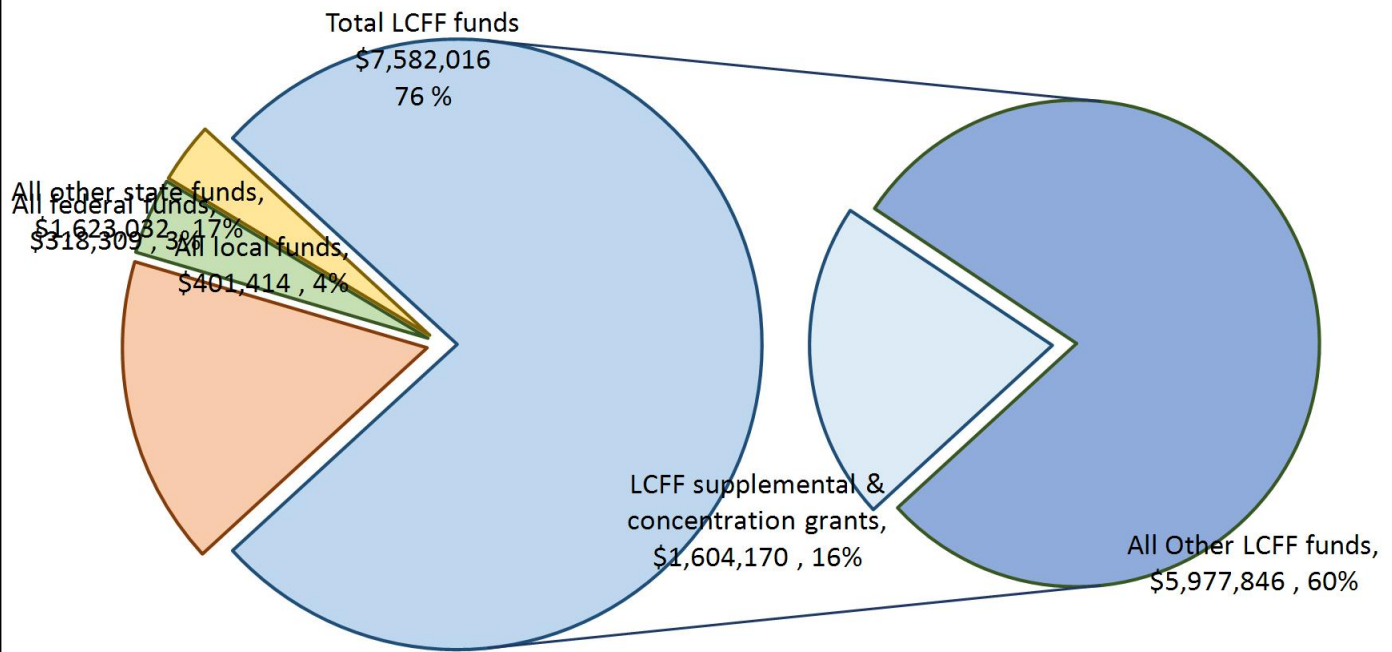LEA contact information:

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$7,582,016
76 %

All other state funds,
$1,623,032 , 17%

All federal funds,
$318,309 , 3%

All local funds,
$401,414 , 4%

LCFF supplemental &
concentration grants,
$1,604,170 , 16%
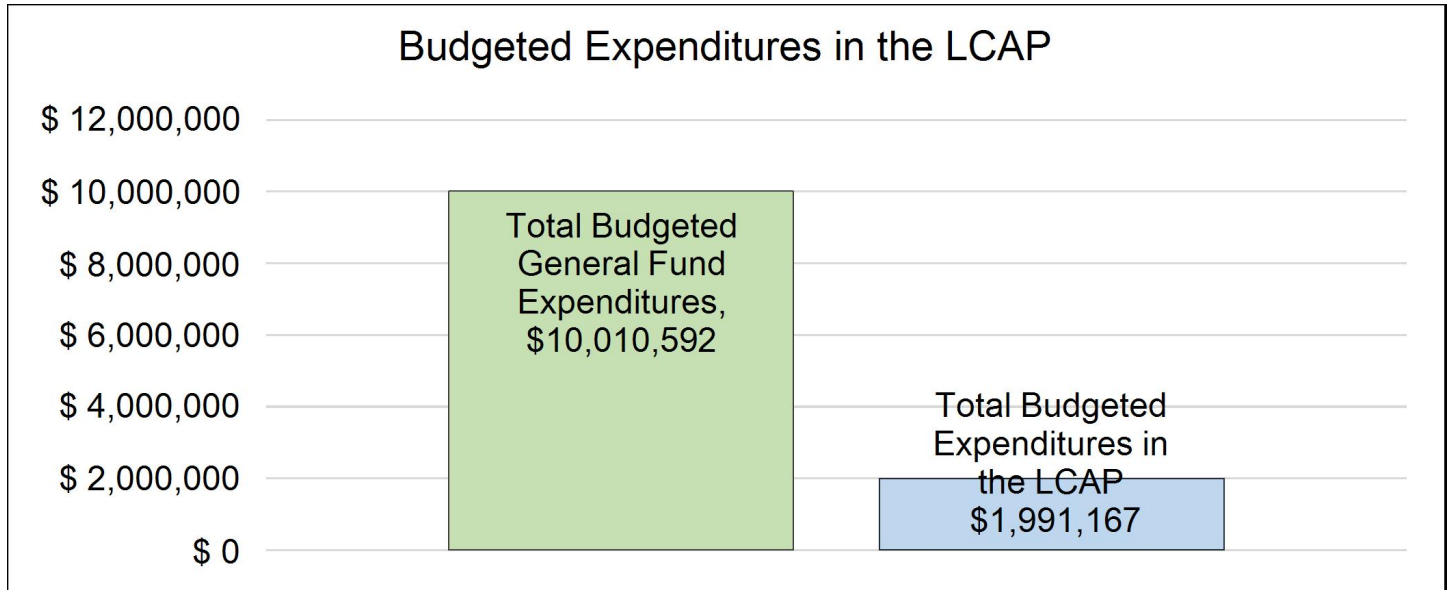
All Other LCFF funds,
$5,977,846 , 60%

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 $9,924,771, of which $7,582,016 is Local Control Funding Formula (LCFF), $1,623,032 is other state funds, $401,414 is local funds, and $318,309 is federal funds. Of the $7,582,016 in LCFF Funds, $1,604,170 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.

Budgeted Expenditures in the LCAP

$ 12,000,000	
$ 10,000,000	
$ 8,000,000	**Total Budgeted General Fund Expenditures, $10,010,592**
$ 6,000,000	
$ 4,000,000	**Total Budgeted Expenditures in the LCAP $1,991,167**
$ 2,000,000	
$ 0	

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

The text description of the above chart is as follows: Oak Valley UESD plans to spend $10,010,592 for the 2024-25 school year. Of that amount, $1,991,167 is tied to actions/services in the LCAP and $8,019,425 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
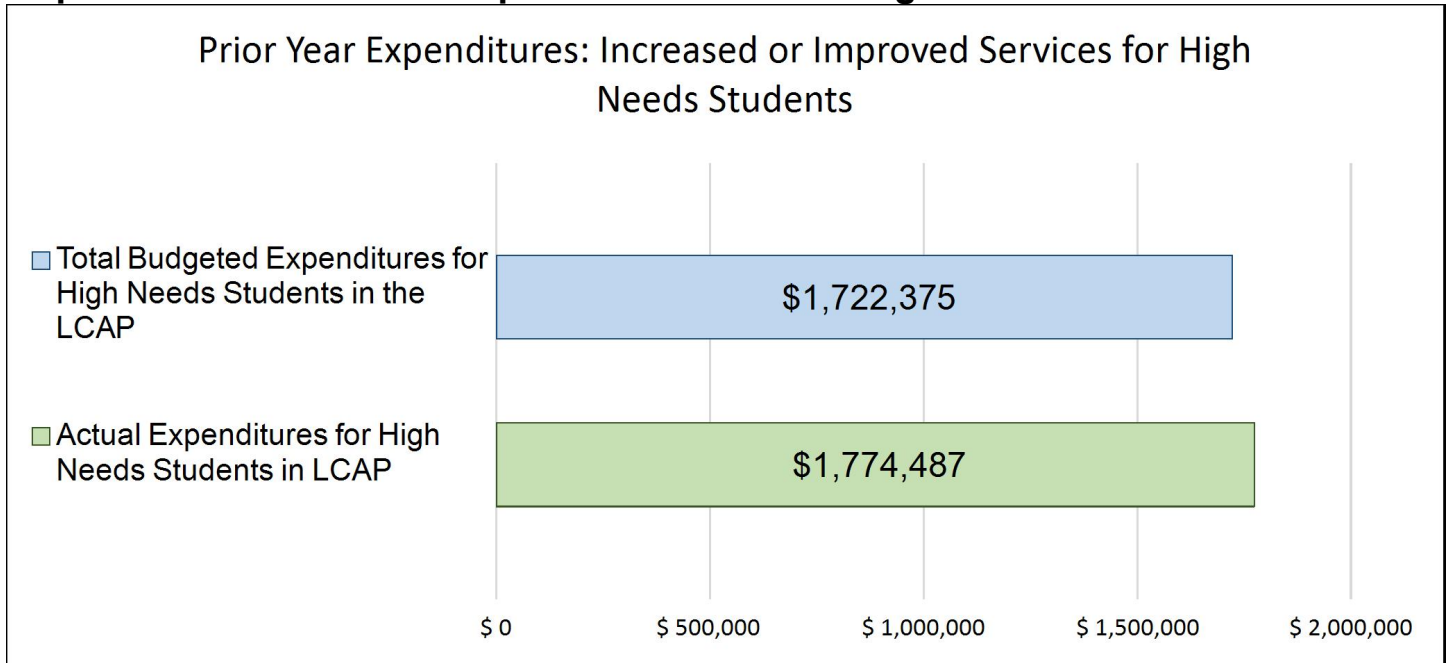
Classroom Teachers, Site Administration staff, Business Services, Human Resources, MOT staff, and other core program expenditures such as curriculum.

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

In 2024-25, Oak Valley UESD is projecting it will receive $1,604,170 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 $1,614,144 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP
$1,722,375

☐ Actual Expenditures for High Needs Students in LCAP
$1,774,487

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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 2023-24, Oak Valley UESD's LCAP budgeted $1,722,375 for planned actions to increase or improve services for high needs students. Oak Valley UESD actually spent $1,774,487 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	All students, including SPED and ELLs, are exposed to a well-rounded, broad course of curriculum, which includes the CCSS, VAPA, CTE, as well as athletics in order to prepare students for college and careers. (STATE Priority: 2,4,7)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course enrollment	2020-2021 All Middle School students have the opportunity to take Art and Ag. Kinder thru 5th grade have revolving opportunities to be exposed to Art and Ag through teachers preps.	2021-2022 All Middle School students had the opportunity to take Art and Ag. Kinder thru 5th grade had revolving opportunities to be exposed to Art and Ag through teachers preps.	2022-2023 All Middle School students had the opportunity to take Art and Ag. Kinder thru 5th grade had revolving opportunities to be exposed to Art and Ag through teachers preps.	2023-2024 All Middle School students had the opportunity to take Art and Ag. Kinder thru 5th grade had revolving opportunities to be exposed to Art and Ag through teachers preps.	All students K-8th grade have exposure to Art and Ag courses.
Online Curriculum Usage Reports	2020-2021 Majority of teachers utilize online curriculum platforms for instruction. Those that are not being used are discontinued.	2021-2022 All teachers utilized all online curriculum platforms for instruction.	2022-2023 All teachers utilized all online curriculum platforms for instruction.	2023-2024 All teachers utilized all online curriculum platforms for instruction.	All online platforms are used by all teachers if appropriate for their grade level.
Technology usage report	2020-2021 All students who need access to technology and the internet have access.	2021-2022 All students had access to technology and internet.	2022-2023 All students had access to technology and internet.	2023-2024 All students had access to technology and internet.	All students have access to technology and the internet.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC-Teacher Mis-assigned	2020-2021 one teacher mis-assigned.	2021-2022 No teachers are mis-assigned.	2022-2023 No teachers are mis-assigned.	2023-2024 No teachers are mis-assigned.	No teacher mis-assigned
Access to Academic Standards and or Framework Reflection Tool (Broad Course of Study)	2020-2021 Students have access to all core content standards and the VAPA electives that are aligned with the state adopted standards.	2021-2022 All students had access to all core content standards including the VAPA standards.	2022-2023 All students had access to all core content standards including the VAPA standards.	2023-2024 All students had access to all core content standards including the VAPA standards.	All core content and all elective courses are aligned with the state adopted standards and or frameworks
ELA Academic Indicator	2019 2.9 points below standard on Dashboard	2021-2022 4.4 points below standard	2021-2022 4.4 points below standard	2022-2023 1.9 points below standard	1 point below standard on Dashboard
Math Academic Indicator	2019 15.3 points below standard on Dashboard	2021-2022 40.5 points below standard	2021-2022 40.5 points below standard	2022-2023 33.4 points below standard	5 points below standard on Dashboard
SARC-fully credentialed teachers	91% of teachers fully credentialed Baseline 2020-2021	2021-2022 97% of teachers fully credentialed	2022-2023 100% of teachers fully credentialed	2023-2024 100% of teachers fully credentialed	100% of teachers fully credentialed
Availability of standards-aligned instructional materials will be 100% for all students including unduplicated and special needs students.	2020-2021 100% of students have access.	2021-2022 100% of students have access	2022-2023 100% of students have access.	2023-2024 100% of students have access.	100% of students will have access
Focus walk data	2022-2023 Baseline will be established with		2022-2023 25% of 3rd-5th grade teachers implemented	2023-2024 100% of 3rd-5th grade teachers implemented	75% of 3rd-5th grade teachers implement PBL lessons at least once per semester.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd-5th grade teachers implementing PBL		PBL lessons once per semester.	PBL lessons once per semester.	

Goal Analysis

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

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

This goal has been a very successful goal. The goal wraps around the idea of providing students with a well rounded education by giving experiences to Oak Valley students that are not typical in nature. For example, OV was able to provide every 1st- 5th grade teacher a prep period by hiring specialty teachers such as the art and ag teacher which allowed every 1st thru 5th grade student to have art, theater, music, and ag instruction. Then the art and ag teacher taught electives for the middle school students. Students were able to participate in a theater production, musical concerts, dance performances, submit art and other 4H projects to the fair including 21 students showing lambs, rabbits, chickens, hogs, and diary cows at the local Tulare County Fair. The goal also supported additional field trips for students in every grade level to ensure they have opportunities to visit the world outside of Tulare. It was hoped that more teachers would offer noon-time clubs through action 1.8 but that was not the case. Very few decided to lead clubs at lunch.

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 utilized as originally thought thus very little was spent in this action.
Action 1.3, the art teacher's salary was reduced significantly due to her going out on extended leave and disability. She will return in the Fall of 2024 to resume her duties as an art teacher. A substitute was paid in her place.
Costs came in lower than expected for 1.7.

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

Action 4 Effective: Over the past three years, this goal was able to flourish. An in-school 4H program was established, a FFA program was developed, and a thriving farm was created to solidify a sustainable Ag pathway. Every K-8th grade student is a 4H member and participates

in agriculture instruction taught by the Ag teacher (action 1.4), all of which is supported through the LCAP thus achieving the metric that all students will have access to the Ag program. Over 20 students yearly show animals at the Tulare County Fair and most recently animals can now be housed at the Oak Valley Farm. There are goats, lambs, chickens, and soon to be rabbits. The kindergarten students get to walk the goats, the 4H students work with their fair lamb projects by walking them in the newly created corral, and FFA students collect eggs every morning where they are sold in the front office. Students have participated in the State FFA conference and been exposed to events and programs that they can look forward to at the high school. Collaboration between the middle school and high school is creating a bridge to high school Ag activities and programs. Middle School FFA students are acquiring leadership skills, presentation skills, and Ag science skills they would never been privy to had it not been for this LCAP goal. The goal also supports the Governing Boards' priority of having a well-rounded education for all students.

Action 3 Effective: The VAPA, Visual and Performing Arts program, is thriving as well. Due to Prop 28, the district was able to offer the part time theater arts teacher a full time position and a fulltime art teacher funded through this LCAP (Action 1.3), along with a part-time music teacher partially funded through REAP funding, round out our robust VAPA program. All supplemental materials used in all three courses are supported through this LCAP. Every OV TK-8th grade student receives, art, music, and theater arts instruction while their teacher of record is on their prep time. That is 40 minutes a day. Parents have been very pleased with the amount of VAPA instruction our students are receiving. Every year 6th-8th grade students put on a play. This year was Disney's Ariel. The LCAP, REAP, and the Arts, Music, and Instructional Materials grant have assisted in purchasing lighting, set materials, costumes, and rentals of risers for the audience. The LCAP has also supported the purchase of band uniforms, new instruments, and other materials. The art department is also being supplemented by the LCAP with the purchase of painting easels and supplies. The VAPA program is sought after and in one of the reasons when asked why parents choose to apply for inter-district transfers to Oak Valley. Currently the district is at 65% inter-districts. The thriving VAPA program supports the state priority of having a broad course of study as evidence through the Access to Academic Standards and or Framework Reflection Tool.

Action 5 Ineffective: One area of growth would be in STEM offerings. There has not been staffing that has supported a launch of a great STEM program like we thought in the beginning of this 3 year LCAP. The school's focus has really been VAPA and Ag, and with the high usage of technology through 1:1 laptops with hybrid learning from the pandemic, the interest in creating a STEM program really diminished. This action will not be included in the 2024-25 LCAP.

Action 8 Ineffective: The teachers did not take the opportunity to work during their lunch hour to provide clubs for students. This action will not be included in the 2024-25 LCAP.

Action 1, 2 and 7 Effective: The Technology Coordinator worked very hard to ensure all students had access to technology and that all online software for the middle school laptops were brought up to date. This allowed all students to have uninterrupted access to technology during instruction thus meeting the metric for technology use.

Action 6 Effective: Every grade level had the opportunity to participate in at least one co-curricular field trip thus meeting the metric of providing a broad course of study for all of our students including ELL's, special needs, and low income.

Overall, this goal at the beginning of this three-year LCAP was to meet the board priority of creating a well-rounded child prior to them graduating and going off to high school. Every child having access to VAPA and Ag every year while at Oak Valley and participating in the extra-curricular activities such as theater, dance, cheer, 4H, and FFA is evidence of OVUESD creating a well-rounded child. But more importantly, our chronic absenteeism rate was reduced from 13.4% to 9.7% from 2022 to 2023 and it is hypothesized that it is because of the engaging, enriching programs we are offering daily, which the district also believes attributed to the increase in performance of the ELA and math indicator on the Dashboard. The increase in student engagement also attributed to our low suspension rate of .02% and 0% expulsions. This supports the notion that this goal was extremely effective and will continue to be a focus in the next LCAP cycle.

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

In the coming year, the district will continue to use the LCAP to fund the Ag and VAPA programs within action 2.3 and 2.5 in Goal 2 of the 24/25 LCAP because of its current success but it will take a more multifaceted approach by integrating instructional practices such as UDL and PBL at a more rigorous level in order to steadily increase student achievement within an engaging environment. The 24/25 LCAP removes a focus goal so there are only 3 goals and the goals have been re-written and re-organized to combine physical safety, mental health, and adding cultural awareness into the first goal, then moving on to goal 2 that focuses on the well rounded child. Rounding out goal 3 continues to be parent involvement.

Action 8 will be discontinued as teacher availability student lunchtime clubs was a challenge. Action 5 will be discontinued, as the school's focus has really been VAPA and Ag, and with the high usage of technology through 1:1 laptops with hybrid learning from the pandemic, the interest in creating a STEM program really diminished.

There are a couple metrics and ineffective actions that will be removed from this goal as they did not seem valuable nor useful such as the online curriculum usage reports and the technology usage report

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

Goals and Actions

Goal

Goal #	Description
2	Parents are provided with the resources they need to support their child's growth and development, along with opportunities to participate in a variety of activities both inside and outside the classroom setting, including the decision-making process of the district. (State Priority: 3,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent visitation logs	One third of all classrooms provide opportunities for parents to visit and be involved in class activities. Baseline established in 2021-2022	2021-2022 68% of classrooms provided opportunities for parents to visit and be involved in class activities. Baseline established	2022-2023 68% of classrooms provided opportunities for parents to visit and be involved in class activities.	2023-2024 47% of classrooms provided opportunities for parents to visit and be involved in class activities.	Every classroom has record of parents participating actively and consistently.
Participation rate	25% of our neediest (ELL, Low income, foster) families participate in the Family Latino Literacy project. Baseline established in 2021-2022.	2021-2022 Unable to offer the Family Latino Literacy project during the 2021-2022 school year and will be pushed to the 2022-2023 school year.	2022-2023 100% of our neediest (ELL, Low Income, foster) families participated in the Family Latino Literacy project.	2023-2024 Did not offer this program	100% of our neediest families have participated at least once during the past 3 years, in the Family Latino Literacy project.
IRC Participation Rate	All parents have the opportunity to access the Intervention Resource Center and there is an increase in the amount of parents visiting the IRC	2021-2022 Unable to provide parents full access to the IRC due to the room being dedicated to small group intervention instruction throughout	2022-2023 Unable to provide parents full access to the IRC due to the room being dedicated to small group intervention instruction throughout	2023-2024 Unable to provide parents full access to the IRC due to the room being dedicated to small group intervention instruction throughout	75% of our parents have visited the IRC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	throughout the year. Baseline established in 2021-2022	the day in order to mitigate learning loss from the pandemic.	the day in order to mitigate learning loss from the pandemic.	the day in order to mitigate learning loss from the pandemic.	
Parent Surveys	30% (99) of parents completed the LCAP survey provided by the district. Baseline 2020-2021	2021-2022 53% (275) completed the LCAP surveys from spring Open House	2022-2023 79% of families completed the LCAP surveys from spring Parent Conferences.	2023-2024 42% (137) of families completed the LCAP surveys from spring.	80% of parents complete the LCAP survey.
LCAP Survey measuring parents' and staff sense of safety and connectedness at school	Baseline to be established in 2021-22	2021-2022 83% of staff feel safe at school 69% of parents feel their school is safe	2022-2023 89% of staff feel safe at school 89% of parents feel their school is safe	2023-2024 92% of staff feel safe at school 87% of parents feel their school is safe	85% of parents will feel safe and connected at school. 85% of staff will feel safe and connected at school.
Parent attendance at IEP meetings	Baseline to be established in 2021-22	2021-2022 100% parent attendance at IEP meetings	2022-2023 100% of parent attendance at IEP meetings	2023-2024 100% of parent attendance at IEP Meetings	100% parent attendance at IEP meetings

Goal Analysis

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

The goal was to have a Intervention Resource Center (action 2.3) that included parents visiting and receiving resources for their families. This did not occur because of the increased intervention needs of the students that the center did not lend itself to that type of family support. But the good news is that student intervention needs are being met.
In Action 2.1 there was also a shift from the previous LCAP from the Family Latino Literacy project to PIQE. Families are more familiar with PIQE as it was offered in the past, so it was brought back as a parent training program.

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 2.1 had costs that were significantly higher than anticipated. The company charged more than was expected.

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

Action 1 Effective: All teachers and administration were trained through PIQE on how to increase parent involvement through building a better understanding of culture and how to build relationships. The training was a success that all teachers participated and that there was an increase in parents attending school meetings and activities.
Action 2 Effective: Fourteen parents graduated from PIQE.
Action 3 Ineffective: There was a deep desire to create a Family Resource Center from this LCAP but it just did not evolve but the good thing though is that the work will continue on to the next 3 year cycle in order to get it accomplished.

Overall within the last three years, parent engagement has increased on average with more classrooms being visited by parents and engaging in activities but there was a dip this year from 68% to 47%. All of the district's IEP meetings were attended by a parent. There was an overall increase in parents attending Principal and Coffee and PTO meetings through the course of the year. Parents feeling the school is safe has increased from 69% in 2021-2022 to 87% in 2023-2024. This is a huge accomplishment for the district as this was a very important goal to meet.

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

The district is changing this goal for the next LCAP series by incorporating more of the Community Schools foundational principles. Because the district is receiving implementation CCSPP funding, there is newly acquired understanding of what it mean to engage families so the goal is going to shift and the metrics will also change to be more CCSPP specific. The Family Resource Center will be established during this cycle with the help of CCSPP funding but will be supported by including a Social Worker that can directly work with parents. This "parent engagement" goal is shifting to goal 3 in the next 3 year LCAP and instead of focusing on metrics such as classroom visits, it will focus more on how many parents visit the center along with how many parents received direct assistance from the Social Worker. The district will not be utilizing the Youth Truth surveys any long but instead will focus on Community Schools survey's for feedback.

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

Goals and Actions

Goal

Goal #	Description
3	Focus Goal: By June, 2024, 80% of all students exiting 2nd grade will be reading on grade level as measured by the results of the Diagnostic Reading Assessment (DRA). In addition, struggling students will be provided intervention through our Multi-Tiered System of Support (MTSS). (State Priority: 2,4,5)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Focus Walk data	Baseline created in 2021-2022	2021-2022 83% of K-2 classrooms teaching to fidelity	2022-2023 100% of K-2 classrooms teaching to fidelity	2023-2024 100% of K-2 classrooms teaching to fidelity	100% of teachers are utilizing best practices learned from trainings.
English Learner Progress as measured by the ELPAC	2019 52% of ELLs making progress towards English proficiency as indicated on the Dashboard	2021-2022 55.5% of ELLs making progress towards English language proficiency as indicated on the Dashboard.	2021-2022 55.5% of ELLs making progress towards English language proficiency as indicated on the Dashboard.	2022-2023 53.2% of ELLs making progress towards English language proficiency as indicated on the Dashboard.	70% of ELLs are progressing in English proficiency as indicated on the Dashboard
DRA results	2020-2021 42% of 2nd grade students reading on grade level on the May DRA results	2021-2022 33% of 2nd grade students reading on grade level on the May 2022 DRA results	2022-2023 64% of 2nd grade students reading on grade level on the May 2023 BAS results	2023-2024 54% of 2nd grade students reading on grade level as of May 2024 BAS results	80% of 2nd grade students reading on grade level on the May DRA/BAS results
Reclassification Rate	Baseline established in 2021-2022	2021-2022 20% of ELLs reclassified	2022-2023 26% of ELLs reclassified	2023-2024 20.58% of ELLs reclassified	25% of ELLs are reclassified annually
Percentages of students receiving Tier 2 and Tier 3 interventions	Baseline established in 2021-2022	2021-2022 May 2022 Tier results: Tier 1- 79.5%, Tier 2- 18.6%, Tier 3- 1.9%	2022-2023 Tier results: Tier 1- 86%, Tier 2- 9%, Tier 3- 5%	2023-2024 Tier results: Tier 1-81%, Tier2- 13%, Tier 3- 5.9%	<15% Tier 2, <5% Tier 3

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of the actions.
By adding additional supports for English language learners and our struggling learners by having an ELD Coordinator, Bilingual Aides, and Intervention teacher, etc.., the district is seeing the fruits of its labor. Reclassification rates have increased and the district's MTSS program is thriving because every child is being looked at holistically and their learning needs are being served.

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

There were a few material differences between the budgeted expenditures and estimated actual expenditures. The teachers received an 8% raise therefore there was an increase in costs for Action 3.4 and 3.8. Action 3.6 was no longer needed once the district began receiving ADA for TK instruction. Due to the ELD Coordinator (action 3.10) leaving prior to the 23/24SY beginning, the costs of this action was reduced. Instead, the district contracted out for ELD professional services utilizing the budget for action 3.10, and combined it with budget of action 3.9 but the costs were a lot less than anticipated.

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

Action 1, 2, 4, 7, and 8 Effective: At the beginning of this LCAP series there was a suggestion to have a "focus goal" so the district chose to focus on reading proficiency. There is a lot that is to be considered when looking at a general percentage of students reading on grade level such as RSP students' goals, ELLs status, amount of reading training for a teacher, and aligning reading program goals with appropriate curriculum. Throughout the past three years there was a change in the diagnostic assessment from DRA to the BAS. There was also the development of the the Intervention Resource Center (IRC) that housed the intervention teacher (action 3.8) and 4 intervention aides. Post pandemic and as learning recovery was taking place, the amount of aides decreased in the IRC and there was a change in schedule from an intervention student having access to services daily to 2-4 times per week. But throughout the three years, although interventions may have looked different each year, it was still a focus. The program adjusted to the needs of the students. Professional development through the use of county consultants who provided ongoing coaching throughout the year allowed for teachers to feel fully supported in implementing the Guided Reading program with fidelity (action 3.1). Action 3.2 allows the district to provide additional instructional aides that are also fully trained in Guided Reading so that they can offer small group instruction in a consistent manner and Action 3.4 provides lower class sizes in order to ensure we are meeting individual student needs. The district also wanted to give every student the opportunity to access the library before school, at lunch, and after school in order to promote literacy and through action 3.7, we were able to provide that with a full time

library tech. Unfortunately the goal of 80% of 2nd graders reading on grade level was not met. This could have been due to it being a lofty goal or the inconsistency of the interventions provided or that the ongoing synthesis of data did not take place. Either way, the district will continue to have reading proficiency as a metric but not as a focus goal. But opening up the

Action 3, 9, 10 Effective: From the beginning of this LCAP cycle, the reclassification rate has increased but then dipped a little. Thus the need for ongoing effective teacher training and support in English Language Development (ELD) via action 3.3, 3.9, and 3.10 will continue. This rate can be positively effected by the increase of students who are proficient on the SBAC thus the local instructional program and benchmarks need to be more aligned with the rigor of the state assessment. Although, the reclassification rate has consistently increased to 20%, there is still a specific desire to decrease the amount of Long-term ELs (LTELs). This will become a new goal for the next LCAP. Additionally, the district will now dive deeper into the students who are on the cusp of improving to the next level on the ELPAC.

Action 5 Effective: Each year approximately 150 student attend summer school. Specific student such as ELLs and intervention students are specifically invited to attend in order to support their learning needs. Summer school does provide performance data with pre and post academic results and each year the majority of students are performing better by the time summer school is over.

Action 6 Ineffective: Action 3.6 for the expanded TK class was not implemented due to TK being included in the LCFF Base program therefore not measured. This action is not included in the 2024-25 plan.

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

There will not be a focus goal in the next LCAP series. Because the literacy program has become sustainable by implementing consistent, effective reading instruction within this LCAP, there is going to be a shift to focusing on integrated literacy instruction within other core curricular areas along with PBL and UDL strategies with maintaining the current K-2 reading program in Goal 1 for 2024-2025. Although, instead of looking at only 2nd grade students on grade level for reading, the metric will now include students who are within 6 months of being on grade level. This is a more realistic way of reviewing the data especially because there are so many factors that can effect a students diagnostic test throughout the year. Focus walk data as a metric will also change from utilizing general best practices to more of a specific focus such as "student engagement". Action 3.6 is not included in the 2024-25 plan as it was not implemented in 2023-24 and thus ineffective.

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

Goals and Actions

Goal

Goal #	Description
4	Students are highly engaged in a positive, safe, learning environment that supports the socio-emotional needs of the students in order to achieve school connectedness. (State Priority: 1,4,5,6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Results	2020-2021 75% of students feel safe at school 66% student sense of belonging	2021-2022 71.5% of students feel safe at school 69.5% student sense of belonging	2022-2023 73% of the students feel safe at school 56% of students feel sense of belonging	2023-2024 65% of the students feel safe at school 51% of students feel sense of belonging	85% of students feel safe at school
FIT (Facilities Inspection Tool)	2020-2021 Excellent Rating	2021-2022 Excellent Rating	2022-2023 Excellent Rating	2023-2024 Good Rating	Maintain excellent rating
Chronic Absenteeism rate	2019-2020 3.9% Chronic Absenteeism rate as indicated on the Dashboard	2021-2022 13.4% Chronic Absenteeism rate as indicated on the Dashboard	2021-2022 13.4% Chronic Absenteeism rate as indicated on the Dashboard	2022-2023 9.7% Chronic Absenteeism rate as indicated on the Dashboard	<3% Chronic Absenteeism rate as indicated on the Dashboard
Suspension Rate	2019 .7% as indicated on the Dashboard	2021-2022 3.6% suspension rate as indicated on the Dashboard	2021-2022 3.6% suspension rate as indicated on the Dashboard	2022-2023 1.5% Suspension rate as indicated on the Dashboard	<1% as indicated on the Dashboard
Middle School Drop Out Rate	0% drop out rate 2020-2021	0% drop out rate 2021-2022	0% drop out rate 2022-2023	0% drop out rate	0% dropout rate
Expulsion Rate	0% expulsion rate 2020-2021	0.4% Expulsion rate 2021-2022	0.2% Expulsion rate 2022-2023	0% Expulsion Rate 2023-2024	<1% expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	97% 2019-2020	93.1% 2020-2021	93.4% 2021-2022	94% 2022-2023	Maintain 97% or greater attandance rate

Goal Analysis

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

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

Action 4.2 was not implemented, resulting in the zero expenditure reported.

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 4.1 had an increase due to an 8% salary raise.
Action 4.5 ended up costing more than anticipate, therefore additional funds were added to this action.

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

Unfortunately we did not meet our goal of 85% of students feeling safe at school. We started off this LCAP with a gun incident on campus that shook our fears of safety. There were a lot of new safety protocols and procedures put into place and even though the feeling of being safe on campus increased, it did not reach the 85% we were hoping. Suspension and expulsions did go down and are back at the <1% rate. The school counselor (action 4.1) also feels that through her qualitative review of how students are feeling on campus, that there has been an increase of feeling that students have someone they trust to talk to. The counselor is also responsible for meeting the tier 2 needs of the students and based on the SAEBRS universal screener and her caseload, less than 15% of students are needing tier 2 mental health support. The chronic absenteeism rate has also decreased to its lowest since the pandemic at 9.7%. Overall, with the decrease in chronic absenteeism and a decrease is suspension/expulsion rates, along with a consistent 65-75% of students feeling safe on campus, the district feels that is can all be attributed to the added extra day for a School Psychologist (action 4.4), the addition of the school counselor and counseling aide (action 4.1), and a brand new PA system that can be heard all over campus by all students and staff (action 4.5).
Action 4.3 Effective: Grade level leads provide an opportunity for teachers to grow their leadership skills and it also improves communication with administration because of the consistent collaborative meetings that take place every other week. The grade level leads are then

responsible for communicating to their grade level team on various expectations, protocols, or problem-solving tasks that trickle down to the classroom and students, thus making a more cohesive environment.

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

Mental health support is going to be an ongoing focus for Oak Valley because it is a best practice and we are seeing positive results, therefore, the next LCAP series will have a goal, Goal 1, that brings a wholistic approach to student wellness. It will include academic, behavior, and mental health. This has been influenced by the district's work within the CCSPP implementation grant. There will be a change in student surveys next year so there will be no need for the Youth Truth survey metric. Instead it will be replaced with a more authentic survey for students who are receiving tier 2 and 3 counseling services and it will check in with how they are feeling about getting their mental health services met. A wellness room will continue to be developed and enhanced in order to serve the mental health of our students more. There will also be new metrics that will take a look at specific progress in ELPAC domains as well as progress monitoring the district long term ELs.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
   - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
     - The reasons for the ineffectiveness, and
     - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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 575 students of which 75% 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 programs in VAPA , which includes an annual theater performance, and Agriculture program that is built around the OV farm that includes goats,

chickens, vegetables, trees, and a 4H in-school program as well as FFA. The Governing Board believes in developing a well-rounded student that enters high school ready to succeed academically as well as finding a career pathway that ignites 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.

CHALLENGES

CA DASHBOARD:
In ELA, the lowest performing student groups are English Language Learner's (ELLs) and socioeconomically disadvantaged (SED). ELLs decreased 6.1 points and SED maintained with a slight decrease of 1.2 points in ELA in 2023. ELLs are performing almost 30 points below and SED are performing almost 11 points below "all students" who are performing 2 points above standard in ELA. But if you look specifically at the current English learners, they are 75 points below standard and declined 12.5 points. Reclassified students declined a total of 19.3 points in ELA.
SED and ELLs are the lowest performing student group in math on the CA Dashboard. Although they maintained their status by having less than a 2.3 point decrease for ELLs and 1.2 point increase for SED. It is interesting to note that both student groups had the exact same distance from the "all students" performance in math as they did in ELA. Overall, the district is performing 33 points below standard in math but current English Learners are 101.5 points below standard in math. That is a 68.5 point difference in performance and is of great concern. The district's reclassified English learners declined 12.1 points in ELA which is not typical of this student group in previous years.
ELLs have a high absenteeism rate of 15% on the CA Dashboard. Although it declined slightly from 2022, it is still significantly higher than the overall at 9.7%. The second highest chronic absenteeism rate for a student group was SED with 12.1%.
Despite the additional ELD support in 2022-2023 with an ELD Coordinator, English Learner Progress declined 2.3% to 53.2%. After analysis, 34.2%, equivalent to 32 students, of ELLs maintained on the ELPAC and 18% decreased which is equivalent to 20 students declining out of 111 which is a greater percentage of students declining from the previous year.

OVERALL INSTRUCTIONAL PROGRAM:
Based on the January 2024 Fastbridge reading assessment, it is predicted that 57%-59% of 5th and 6th grade students are reading more than one year below grade level as evidenced by their Lexile level. This data is reflective of decreasing scores on the SBAC in the area of ELA in the aforementioned grade levels from 4th to 5th grade. Despite the high number of students reading more than one year below grade level, many of the students in these grade levels do not show reading deficits in the classroom that place them in tier II or tier III interventions. This indicates that the tier I practices should be reviewed to improve student outcomes. With the shift of 3-5 grade to literature circles and project based learning, students have shown an increase in their overall achievement skills. There has been a lack of training in establishing, planning, and implementing literature circles. Furthermore, there is not a common understanding of the components or goals of literature circles. The decrease in students reading at grade level in the later grades may be the result of less individualized instruction in a small group setting that is offered through literature circles when implemented with fidelity. Additionally, on average over 79% of students exit 2nd grade reading on grade level or within a year of grade level, literature circle best practices should be observed in 2nd-8th grade classrooms. K-5th grade classrooms have implemented Writer's Workshop devoting 30 minutes daily. Across all grade levels it has been observed that few classrooms are consistent in conferring practices. Continued staff development is needed in establishing and maintaining conferring practices.

In addition to the math curriculum adoption, an emphasis in the second part of the 23-24 school year has been placed on the math learning environment, teaching and collaboration strategies, and analyzing areas of need by standard with the help of the math TOSA, a position that is supported by the LCAP. Oak Valley is in the beginning phases of integrating ELD into math, and implementing scaffolding for students who are needing additional support or designing lessons to challenge students who quickly grasp concepts. In addition to improved tier I practices in math, a need is also evident in tier II and tier III math support. Current intervention practices in math are not implemented with the fidelity. A systematic approach should be taken to ensuring math intervention is provided to students in need of the additional support. Although math IXL indicates an increase of students on grade level 25%-42%, there was an increase of students moving from tier 2 to tier 3 by the end of the year. This indicates that our intervention math students are falling further behind in basic skills. The Math TOSA worked closely with the math intervention teacher this year and began to look at tier 1 instructional practices that could be improved upon. The local math benchmark unfortunately still shows approximately 60% of our students are below and far below grade level in math.

While a wide range of actions should be taken to support student progress in all academic areas, it is evident that many of the needs of Oak Valley can be addressed through all staff developing a greater understanding of 21 century skills as well as implementation of Universal Design for Learning. Staff development and schoolwide implementation of UDL frameworks will further support the needs of EL, SED, Special education, and foster youth populations at Oak Valley in a more natural approach. Current formative assessment practices and differentiation are currently under review by school administration to determine the current practices and needs of Oak Valley.

Use of technology has increased significantly since the 2020-2021 school year. Common practices in classrooms include the use of Google Classroom, Edpuzzle, IXL, and various platforms used in assigning student work. Additionally, every Oak Valley student has access to a device, as Oak Valley is 1-1. Students at Oak Valley currently have not received instruction in digital citizenship, responsible use of technology, or in the use of AI or other technology that enhance the learning experience.

COUNSELING/MENTAL HEALTH
After last year's racial comment incident that led to an expulsion, the district put in work speaking with students in various grades about diversity and culture through classroom lessons and SunRISE topics. Although these lessons happened, the district is still having some troubles with racial comments by a few middle school students. Next year, the district is planning on being more present in classrooms with lessons about cultural sensitivity and even looking into providing community resources to come in and give presentations. The district is also planning to celebrate different cultures each month with lessons, lunch time activities, and presentations. The district is also wanting to plan a multicultural event for families and community members to come together in unity a couple times per year. But more importantly, the district needs to review the curriculum and instructional practices to ensure key conversations are happening in the classroom that support an all inclusive, culturally sensitive environment.

SAEBRS is the district's mental health universal screener for 3rd-8th grade. Students take the screener 2 times per year and the reporting scores the student as low, some or high risk. Fall and spring reporting indicated that 18% of our students were at medium to high risk. This is concerning. The school counselor reviews the data and reaches out to the students and parents to offer support. Small group and 1:1 counseling meetings are scheduled. This is one way the district can assure we are paying attention to the unique mental health needs of our students.

The 3rd through 8th graders have taken the Youth Truth Survey for the last three years, while looking over this year's data we are starting to question the validity of the survey. According to the data, there was a decrease in almost all areas including students feeling like they are making good relationships with peers and staff, students feeling engaged at school, students enjoying the culture of Oak Valley and students feeling like they belong within their peers. These numbers don't reflect the feeling when the counselors are out at recess with students who are excited to be here at Oak Valley. The district is contemplating switching to the California Healthy Kids Survey next year and focusing on getting street data from small focus groups of students to gather raw data directly from students.

ELD PROGRAM:
The need for effective teacher training and support in English Language Development (ELD) continues due to the stagnate growth in the districts English Learner progress on the Dashboard. One strategy to consider for next year is to have new teachers observing experienced ELD instructors to gain valuable strategies. Utilizing the ELPAC Interim Assessment as a teaching tool to structure the pacing guide for the upcoming academic year should be emphasized. Another area of focus for next year is Integrated ELD instruction and it is suggested to focus on specific subjects like math to alleviate the challenges of complex vocabulary for second language learners. Teachers are advised to establish reference walls or focus walls in classrooms for quick student access to pertinent information. Further suggestions are made for teachers to develop focus walls possibly during the summer break. Long-term English learners (LTELs) have been targeted for intervention, with plans to introduce the ILit program tailored for 6th-8th graders to improve benchmark proficiency. Additionally, the current Intervention teacher will transition to become the ELD instructor for the 24/25 school year. There are concerns about the outdated ELA/ELD curriculum, prompting a call for a new adoption for the 24/25SY.

SUCCESSES

CA DASHBOARD:
In ELA, the district's overall performance on the CA Dashboard increased 6.3 points and is 1.9 points above standard. This places the district in the green indicator.
In math the district's overall performance on the CA Dashboard increased by 7 points and placed the district overall in the yellow indicator.
The Hispanic student group is no longer one of the lowest performing student groups by separating from SED and ELLs who remain as the lowest performing level.
The Chronic Absenteeism rate overall declined 3.7% to 9.7% and is indicated as green on the CA Dashboard. More specifically, students with disabilities student group decreased in this area by 12.2% to have an overall 10.6% chronic absenteeism rate, which placed the district in the green indicator.
The Suspension Rate on the CA Dashboard declined 2.1% with the SED and White student groups declined and moved to the green indicator. Overall, the district is in the blue indicator for Suspension Rate.
There were no student groups performing in the red in any of the indicators on the CA Dashboard.
The district's reclassification rate has increased from 14% in 2021-2022 to 26% in 2022-2023 thus reducing our EL percentage rate as a district from 24% to 21%.

LOCAL ASSESSMENTS

Writing benchmarks throughout the year show that of 3rd-8th grade students 77% are on grade level in Informative writing, 82% on grade level for Opinion writing, and 85% on grade level for Narrative writing. The district has diligently been working on the writing program by

providing ongoing writing training and coaching to all teachers from TCOE. PLCs have focused on student writing samples with teachers collaborating on ways to tweak instructional practices to meet their students learning needs.

Local math benchmark results showed an increase of students on grade level from 19% to 38% which is a reflection on the work of the Math TOSA that was hired this year. She has done an excellent job of getting into classrooms and working side-by-side with teachers, modeling, and coaching them on instructional practices, pacing, and assessment procedures. More importantly she is taking a deeper dive into the math data to pin point gaps and then makes an action plan on how to remedy the issue. Teachers are very appreciative of the added support and the district looks forward to the continued work next year. In addition, IXL Math is a diagnostic, skill-based assessment to assist the district in identifying students who are struggling with basic math skills. This year there was one teacher that focused on math intervention and used IXL as a formative assessment to gauge student learning needs. The year ended with an increase of students in Tier one, 42% from 25%.

OVERALL INSTRUCTIONAL PROGRAM
Over the last three years Oak Valley has observed increased student achievement in the areas of ELA (increase of 6.3 points on the ELA Dashboard) and writing (77%-85% writing proficiency on all 3 genres on local writing benchmarks). The following schoolwide actions have been taken to support increased student achievement:
1) a 2-hour uninterrupted ELA block has been designated for k-5 classrooms,
2) certificated and paraprofessional staff trained in guided reading instruction,
3) universal screening is used three times a year to gather reading data: Benchmark Assessment System (BAS) for grades k-2; Fastbridge Reading for grades 3-8,
4) a 40 minute writing instruction block built into the schedule for grades k-6, 5) beginning in the 22-23 school year, 3-5 grades began incorporating project based learning and literature circles into ELA instruction,
5) through MTSS tier II and III program, reading intervention is provided to any student reading more than one year below grade level who shows skill deficits that impact reading progress,
6) grades 6-8 participates in the Readership program offered through a county level grant,
7) grades 4-5 participated in the Ignite program for the 22-23 school year and the purpose of Readership/Ignite was to offer training to teachers in generating reading interest for students, exposure to newer and culturally relevant texts, and increasing strategies for checking student comprehension of an independently read text.

This three year LCAP had a special focus on increasing the number of students who read on grade level before exiting 2nd grade, LCAP goal #3. As of May 2024, 78.7% of exiting 2nd graders were on grade level or approaching grade level. The Guided reading program for grade k-2 and Writing practices across campus for grades k-8 have reached the phase of sustainability. 100% of k-2 classrooms implement guided reading with fidelity on a daily basis as evidenced by administration walk through data. The most recent schoolwide writing walkthrough (October 2023) provided evidence that most classrooms are implementing Writers Workshop with fidelity. All students have choices in their writing, show high and increasing volumes of writing, and have a writer's notebook in accordance with program expectations.

Reveal Math was adopted for grades k-8 in the 22-23 school year. The CA dashboard indicates Oak Valley math scores on SBAC have increased 7 points compared to the 21-22 school year. A math Teacher on Special Assignment (TOSA) was hired through Learning Recovery grant funds at the beginning of the 23-24 school year. During the 23-24 school year some of the observations that are projected to lead to improved student achievement include:

~Math centers approach in 1st grade to support maintenance of acquired skills
~Increased number talks in 4-5 grades
~Deeper analysis of the standards and data
~Use of IXL data to diagnose and provide interventions.

ELD PROGRAM
Designated ELD implementation is progressing positively and the reclassification rate has continued to increase the past three years from 14% in 2021-2022 to 20.58% in 2023-2024. This brings our overall District EL percentage rate to just 17% from 27% three years ago. The district feels it is attributed to having an ELD consultant who has helped align instructional practices and reclassification protocols, along with professional development provided to teachers in designated and integrated ELD. Integrated ELD practices have been the most crucial target in order to most effectively increase English proficiency with our English language learners.

INTERVENTIONS
This is the second year the Intervention Resource Center has been in place servicing tier 2 and tier 3 small group and 1:1 interventions. This includes one intervention teacher and 3 intervention instructional aides that have higher qualifications than K-2 instructional aides by having a college degree as the minimum requirement. The intervention department has been able to maintain tiered percentages under the recommended 80,15, and 5 percent. For May of 2024 the percentages are: tier 1 at 81.1%, tier 2 at 13%,and tier 3 at 5.9%.

ELECTIVES
The district prides itself on the diverse enrichment opportunities provides for its students. First, the district continues to be an in school 4H program which allows every K-8th grade student to have Ag instruction from the Ag teacher, while on the classroom teachers prep, that is funded by the LCAP. Ag courses are provided in a pathway that leads to the high school district. There are introductory courses, intermediate courses, and advanced Ag courses. Students also have the ability to participate in local, regional, and state competitive events. Over 20 students participated in showing an animal at the Tulare County Fair along with classes submitting art work and other projects. Some students went on and competed at other fairs offered around the area. The FFA program is in its 2nd year and multiple students have attended the state conference and competed in various events. Students overall are getting experience in public speaking, increasing their responsibility in caring for animals, and building upon new knowledge.

Secondly, the Visual and Performing Arts (VAPA) department continues to grow. Due to Prop 28, the part time theater arts/dance teacher last year became full time this year. Every K-8th grade student participates in theater, while on the classroom teachers prep. Middle school students can participate in dance and cheer, each of which provides PE credit. Every year there is a theater production that is a huge success and is looked favorably upon families, students, and staff. A full time Art teacher that is funded by the LCAP also provides art instruction to all K-8th grade students on the classroom teachers prep period. The teacher also teaches photography and students submit projects to the Tulare County Fair through the in-school 4H program. A part-time Music teacher continues to offer a pull-out program. This teacher is shared with a neighboring district. It is the hope to provide a fulltime music teacher in the future.

Third, middle school teachers help provide electives as well. Currently there is a Leadership class that is in charge of all student activities throughout the year. They also run the newly built OV Student Store. They are open on Raider Fridays and during all sporting events. Yearbook is also offered as a yearlong course. They use hi-tech computer programming to create their own yearbook. There is also a class for the Raider News which is a morning video announcements that is produced and published on the OV YouTube channel. This year it has

been lead by the ELD teacher and the ELD students have been in charge of interviewing guests, writing the scripts, recording the sessions, and publishing their daily videos on YouTube.

COUNSELING/MENTAL HEALTH
The counselor and counseling tech are supporting 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 3rd-8th grade students. This year, the counselors were able to run multiple groups that included a focus on anxiety, social skills, and a Young Men Alliance group which focused on male integrity. Students feel comfortable coming to the counselors and it is reflected in the Youth Truth survey result that depicts 57% of students feel that they have an adult on campus to talk to when they are upset. Sixty-one percent of students stated they have the coping skills to help themselves when needed, which the district believes is a result of a 15 minute daily SunRISE designated time in which each classroom is engaged in socio-emotional discussions with their teacher and peers. The counselor and counselor tech also visited every kinder-3rd grade classroom monthly during the fall semester and topics have included: diversity, problem solving, and bullying. Another program that the district has continued with is called Why Try, a TCOE program that focuses on perseverance. This is the 2nd year with the 4th and 5th classrooms engaged with the perseverance curriculum. The Why Try program will continue next year but the teachers will take a more prominent role in delivering the content as per the program, it is a train the trainer program, thus the teachers will eventually be the sole instructor of the Why Try curriculum.

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

The counseling department works 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 counseling department, Principal and Psychologist work collaboratively together to run a successful PBIS program as reflected in 95% 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, classroom mental health lessons, 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 are also an additional 1% of students who attend mental health services outside of the district.

Behaviors are monitored through minor and major referrals. Minor infractions are monitored by the teacher in tier 1 and are further supported by the counselor in tier 2. We have had 505 minor incidents this year, which range from being disrespectful, non-compliant or making a bad choice in class. This amount stayed the same from the previous year. There was a goal to have an increase of choice items in the Student Store to redeem the RISE bucks and this has been accomplished and students find the student store to be more desirable.

The last three years, the district has had the pleasure of having a male counseling technician and was doing his counseling internship here at Oak Valley. Unfortunately, he is going off to become a school counselor himself in another district. It has been a huge help having that male

mentorship on campus to help in a multitude of situations with all students, but specifically male students. The male counseling technician ran small groups with male students, helped with conflict resolution and individual counseling with male students who needed a male figure in their life. The district is exploring their options to continue with having a male on campus for mentorship.

This year, the counseling department has made a huge effort to continue to work with the middle school students who are struggling academically and have been below a 2.0 at report card time. The counseling department works with those students struggling academically by providing motivation and organizational skills to teach the students how to be more efficient during class time. Due to this consistent monitoring, there have been less than 12% (21/182) students below a 2.0 each quarter. 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 continues to encourage students to take advantage of the after school tutoring that is offered through ELOP.

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 has been used more often this year, 24 tips versus 12 last year. Other critical safety protocols that have been put in place or continue to be in place this year 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).

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

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 OVUESD Board Priorities are 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 Monthly meeting prior to RISE awards in order to get more parents. There are no consistent themes but topics of concern are: 1) parking safety, 2) increases in class sizes in middle school, 3) high school

Educational Partner(s)	Process for Engagement
	readiness that includes being able to handle homework work load because currently there is no homework given at OV, 4) more training for new teachers, 5) more understanding of the discipline process, and 6) more sport offerings for the younger students. Parents did praise: 1) cafeteria food, they love the lunches, 2) ELOP offerings, 3) sport offerings for older students, and 4) there is a wide variety of programs for their students such as 4H, art, theater, music, etc. SSC/ELAC/DELAC This group, which is made up of staff and parents, meets three times a year. They said the things that are going well are: RISE awards, there has been an increase in communication, they like Parent Square, ELOP, and the reading groups at the primary level, the field trips. They have brought up the desire for a GATE program for high achievers. They feel the technology should be used as a tool and not the only means. What is not working is pick up area. The Superintendent has responded to the parents in writing in regards to their suggestions.
Administrators, Principals, teachers, other school personnel	GRADE LEVEL LEAD This group meets monthly and is led by the Principal and they represent their grade level. The work for the past 2-3 years has been to align the core curriculum with student academic needs and this includes incorporating a successful MTSS. There has been a lot of good work to establish a sustainable core instructional practices, including an enrichment program. Where the work needs to move forward in is in the area of SEL, diversity, cultural sensitivity, AI technology, and new innovation instructional practices. This will take the instruction to another level. CTA LABOR MANAGEMENT MEETINGS: Every month there is a scheduled labor management meeting where unit members meet with administration and department leads. This is a time to discuss any potential concerns from staff members along with administration sharing information about programs or organizational business. There was a concern that there was too much professional development during the 2023-2024SY along with not enough time for planning with

Educational Partner(s)	Process for Engagement
	their grade levels. Therefore, administration has decided to streamline professional development for the 2024-2025SY to focus solely on writing, PBL, and ELD. The professional development delivery method will be in the form of in class coaching, not pull out, sit and get. Any staff member, upon personal request, can attend off site professional development if they choose. Additionally, administration will offer a voluntary, paid Summer Professional Development Mini Series for a week which will include 2 days devoted to developing unit pacing guides for the 2024-2025SY.
	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. Some areas of need that were discussed for the next year were 1) 3rd-5th grade needing new Chromebooks, 2) need for an additional bus driver, 3) 3rd-5th grade needs some type of play structure on the playground, 4) Google forms is not effective thus needing a different platform for district/site forms, 5) AR tests are not effectively and not accurate.
	GRADE LEVEL FOCUS GROUPS: The Superintendent met with each grade level and asked for feedback on 1)What is working well and should stay, 2) What is working /not working and needs to be tweaked, 3) What is not working and needs to be ditched, and 4) Any wants or ideas?
	TK/K: There is concern over the Lucy Calkins writing program and would like to consider something else. There is a desire for TK/K to attend specials once a week with art, music, Ag, and theater.
	1st/2nd: Things that are going well include IXL program, Math TOSA and the new PA system. Would like to have additional peer coaching with IXL, a safety training on run/hide/flight, review the safety procedures more in depth in August, math time to be moved to the morning because there is such a higher need, and a supplemental math program for intervention. This group does not like Illuminate and thinks it should be ditched. They would like more information on the math frameworks.

Educational Partner(s)	Process for Engagement
	3rd/4th: This group loves the work with PBL and Laura Gunning, communication with parent square works well, the Math TOSA is very helpful, the whole-child supports offered on campus, the Bilingual Aide that helps with newcomers and ELLs, and the Ag/VAPA enrichment programs. What needs to be tweaked is that there are too many PD initiatives. This group would also like to have PD on math pacing along with adding back instructional aides.

5th/6th: This group likes the Math TOSA, IXL, SunRISE time each morning, READERSHIP, and the TCOE consultant. They feel there needs to be some changes to the Fastbridge reports, STAR reports have improved and would like for the district to consider the new reports for usage in the classroom, a large discussion around declining reading proficiency from 2nd-3rd grade and beyond, consider more novel studies. Things to ditch, Illuminate assessment system.

Middle School: This group states that they like the STEMSCOPES science curriculum. Things that could be tweaked is the new English honors class being split for 7th and just 8th instead of a combo class, more communication on discipline referrals, need access to GPA reports, better earbuds for students, teacher computer screens are small, mimio does not work with Google drive. Things to ditch are the Lenovo's because they shut down when you touch the screen. Things they would like are to go back to a homeroom in the morning for 15 minutes and bring back 8th grade buddies.

PARAPROFESSIONAL FOCUS GROUP
This group really enjoyed the Capturing Kids Hearts training and kids are coming to them more to speak about topics that they have not had before. They especially like being part of the Special Events Committees because they feel they are a bigger part of the organization. |
| Community Members | COMMUNITY SCHOOLS ADVISORY COUNCIL |

Educational Partner(s)	Process for Engagement
	This advisory council was created to support the work of the Community Schools Implementation grant. The council is made up of parents, staff, TCOE, and people from the community. The council most recently help design a needs assessment survey. They also give suggestions on who to use in the community as a resource. The conversations always refer back to our neediest community, Okieville, and thinking of ways to give direct support to that community. Ideas such as a dropping off food through the Community Liaison, who lives within that community, and utilizing the buses during drop off to deliver items to families. COMMUNITY SCHOOLS SURVEY A needs survey was created with the advisory council's support and has been given out to families and community members throughout the year using a QR code. The big takeaways are: 1) 65% of respondents feel that OV meets the needs of their child's socio-emotional needs and 64% feel that the culture of their child is accepted and celebrated. 2) The service most requested is help with access to community sports and mental health resources. VAPA, AG/4H, STEM, and GATE (in that order of preference) are programs that will support their child's academic success the most. 3) 84% of respondents state that OV provides opportunities for families to engage in meaningful dialogue, decision making, and or activities. They also would like to see parent programs that focus on how to create confident kids and what children and teens need to succeed.
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. The 2023-24 council has focused on recess time and activities that are offered. The 3rd-5th grade students are extremely bored at recess time and the "older kids" won't let them play on the soccer field most days. The request has been for additional play equipment. Therefore, the council is researching various playground equipment. They have gone back to

Educational Partner(s)	Process for Engagement
	their peers in their classrooms to solicit their own feedback to bring back to the Superintendent so that they can identify what play equipment or structure should be purchased. Then, the students will present to the Governing Board for approval.
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 school Principal attends as part of her duties 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. The following is how educational partners influenced this LCAP:

Governing Board
Each LCAP goal is aligned with a Board Priority

Parents (SSC/ELAC/DELAC and PTO):
OV parents are very passionate about the the extra curricular opportunities their children have. This includes their desire to have a GATE program at OV. Unfortunately, space is limited in the scheduling and staffing for a GATE program. Therefore, instead it is the intent of this LCAP to support the enrichment/elective programs that are currently in place such as VAPA, Ag, 4H, leadership, and yearbook. Goal 2 is focused on this type of support. Teachers have also expressed with new students with little or no English being admitted to the school, the Bilingual Aide support is very important, along with professional support in the area of ELD. Bilingual aides and and ELD consultant are supported in this LCAP, Goal 1.

Staff:
OV staff praise the work with TCOE consultants thus is continuing to be supported in Goal 2. Teachers would prefer to have depth versus breadth in training options therefore there is a more streamlined approach to professional development within this LCAP. The math TOSA is a widely loved so the LCAP will continue to fund this position. It was previously funded within the Learning Recovery grant. Due to math proficiency low, this action is vital in the LCAP Goal 1.

Community Members:
A Community Schools survey was given throughout this year and really captured the essence of familial needs within our community. It includes the need for community resources and mental health support. Specifically the mental health of their children. This need is what drove the actions in LCAP, Goal 3, which is the development of a Family Resource Center, a social worker, and parent education opportunities.

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.			100% of students have access to standards-aligned instructional materials.	
1.2	English Learner Progress Indicator on the Dashboard	2022-2023 53.2% ELLs making progress towards English language proficiency on the CA Dashboard			60% ELLs making progress towards English language proficiency on the CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	District Reclassification Rate	2023-2024 20.58%			30% Reclassification rate	
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%			Tier 2 <15% Tier 3 <5%	
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			80% of exiting 2nd grade students reading within a year of or at grade level and above	
1.6	Youth Truth Student Survey	2023-2024 51% of 3rd-8th grade students have a sense of belonging and connectiveness at OV			65% of 3rd-8th grade students have a sense of belonging at OV	
1.7	Facilities Inspection Tool (FIT)	2023-2024 Good Rating			Exemplary Rating	
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 White - 1.9% - Green Students with Disabilities - 0% - Blue			<1% suspension rate for all significant student groups below English Learners - Socioeconomically Disadvantaged - Hispanic - White - Students with Disabilities -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Middle School Dropout Rate	2023-2024 0%			0% dropout rate	
1.10	Expulsion Rate	2023-2024 0%			0% expulsion rate	
1.11	Implementation of State Academic Standards Local Indicator Self Reflection tool Priority 2	2023-2024 ELD aligned to ELA standards rating 5			ELD aligned to ELA standards rating 5	
1.12	SAEBRS mental health universal screener	2023-2024 18% of 3rd-8th grade students are at some or high risk			<10% of 3rd-8th grade students are at some or high risk	
1.13	ELPAC written language Score	2022-2023 10.53% (Level 4)Written Language Score on the ELPAC			increase 2% each year	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$20,000.00	No
1.3	Psychologist	Payment towards additional day of Psych services to meet the socio-emotional needs and academic needs of our students, including our SPED students.	$116,400.00	No
1.4	ELD Consultant	Contract for 20 days of designated and integrated ELD support through Kings County Office of Education to assist teachers in ELD professional development through coaching and training.	$32,000.00	Yes
1.5	Bilingual Aides	Two bilingual aides to assist with newcomers and ELD program (Title III) to support English proficiency, especially for our increasing newcomer student population.	$94,000.00	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.	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
1.8	Math TOSA	Provide a math teacher on special assignment to assist teachers with math instruction, interventions, along with modeling/coaching lessons.	$125,000.00	Yes
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, 5th, and 6th 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

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			100% of teachers fully credentialed	
2.2	ELA Academic Indicator	2022-2023 All students 1.9 points above standard-Green			All students 20 points above standard-Blue	

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 - Socioeconomically Disadvantaged - Hispanic - White -	
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			All students 1 point above standard-Blue English Learners - Socioeconomically Disadvantaged - Hispanic - White -	
2.4	Course Enrollment	2023-2024 All students have exposure to VAPA and Ag instruction			All students have exposure to VAPA and Ag instruction	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	PBL Focus Walk Data	2023-2024 25% 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	
2.6	UDL Focus Walk Data	Baseline established in 2024-2025			100% of 3rd-8th grade teachers create authentic forms of assessments for each unit of study	
2.7	Rigor Focus Walk Data	Baseline established in 2024-2025			100% of teachers show evidence of rigorous instruction	
2.8	Technology access	2023-2024 100% of all students have access to laptops and connectivity for learning			100% of all students have access to laptops and connectivity for learning	
2.9	Chronic Absenteeism rate	2022-2023 9.7% chronically absent, Green, as indicated on the CA Dashboard English Learners - 15% - Yellow Socioeconomically Disadvantaged - 12.1% - Yellow Hispanic - 10.3% - Yellow White - 7.5% - Green			5% or less chronically absent as indicated on the CA Dashboard for all significant student groups below. English Learners - Socioeconomically Disadvantaged - Hispanic - White -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student with Disabilities -10.6% - Yellow			Students with Disabilities -	
2.10	Attendance Rate	2023-2024 94% attendance rate			97% attendance rate	
2.11	Percentage of teachers appropriately assigned	2023-2024 97% of teachers are appropriately assigned.			100% of teachers are appropriately assigned	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	TCOE Consulting Services	Professional development/coaching provided by TCOE in the area of writing, PBL, UDL, science, and reading proficiency that will support the endeavors of new instructional practices.	$26,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Close Read and Lit Circle Professional Development	Specific close read and Lit circle training for teachers to increase student reading comprehension.	$10,000.00	Yes
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.	$120,000.00	Yes
2.4	Technology Coordinator and Tech support	Ensure all students, including SPED and ELLs, have consistent access to technology.	$155,000.00	Yes
2.5	Art Teacher	Fulltime Art teacher in order to broaden course access to all students including low income, ELLS, and SPED students.	$123,000.00	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)	$129,000.00	Yes
2.7	Field Trips	Each grade level to attend one field trip in order to broaden student experiences. (Title IV)	$15,000.00	Yes
2.8	VAPA Pathway	Supplies to support the VAPA program which includes music, art, photography, theatre, and dance.	$30,767.00	No
2.9	Induction Program	Induction program that supports teachers in clearing their credential. (Title II)	$10,000.00	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			30 parents on average attend SSC/ELAC meetings throughout the year	
3.2	Family Resource Center visitor log/needs assessment form	2023-2024 Baseline will be established in 2024-2025			100% of our families that choose to visit the Family Resource Center, receive services applicable to their needs.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent Conference attendance rate	2023-2024 99% of parents attend both fall and spring parent conferences			100% of parents attend both fall and spring parent conferences	
3.4	Parent attendance at IEP meetings	2023-2024 100% parent attendance at IEP meetings			100% parent attendance at IEP meetings	
3.5	Youth Truth Parent survey	2023-2024 67% I feel empowered to play a meaningful role in decision-making at my school.			80% I feel empowered to play a meaningful role in decision-making at my school.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$50,000.00	No
3.3	Social Worker	Provide a social worker that can work closely with all families to support their unexpected and on-going needs.	$45,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,604,170	$170,612

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
27.278%	0.009%	$537.10	27.287%

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. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 2022-2023 (2023 Dashboard) - Mathematics - 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	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
	2022-2023 (2023 Dashboard - All Students 9.7% chronically absent, - Green English Learners - 15% - Yellow Socioeconomically Disadvantaged - 12.1% - Yellow Hispanic - 10.3% - Yellow White - 7.5% - Green Student with Disabilities -10.6% - Yellow **Scope:** LEA-wide		
1.4	**Action:** ELD Consultant **Need:** In the past year, the district has enrolled 5 additional newcomers. This is a significant increase from the year prior. Subsequently, the district needs an ELD consultant that specializes in ELD strategies. In addition, there was a decrease in English learner progress from 55.5% to 53.2%. There is a need to accelerate English Learner acquisition of academic skills to ensure accelerated progress. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green	ELD consultant will work with teachers specifically on integrated and designated ELD instruction through a coaching model. OV is a one-site TK-8th grade campus thus resources are shared district-wide. 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 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 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 2022-2023 (2023 Dashboard) - Mathematics - 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 **Scope:** LEA-wide		
1.6	**Action:** Learning Center **Need:** The RSP teacher's caseload is at 29 students, exceeding capacity. Autistic designations have also increased within the 29 students	Due to learning loss from the pandemic, it is essential that we can meet the diverse needs of our SED students in an efficient manner as not to remove them from the classroom in which they would miss valuable core content. Therefore, having one location for a student to visit and receive all the services such as the RSP teacher,	Metric 1.4, Metric 2.2

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
	previously stated. There is also an additional 26 Speech and language only students. Tiered 2 and 3 interventions are a necessity to ensure appropriate supports for our low income students and ELLs in order to support the learning gap. SED students on the 2023 Dashboard in ELA are 11.8 points below standard. ELLs subsequently are 31.9 points below standard and declined 6.1 points. 70% of the SpEd students are socioeconomically disadvantaged. These supplemental support services are being provided to these students based on their identified needs as socioeconomically disadvantaged students and not on the basis that they are SpED students. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 2022-2023 (2023 Dashboard) - Mathematics - All students 33.4 points below standard-Yellow	RTI teacher, speech therapist and school psychologist at one visit, along with the supplemental services provided by this action is most efficient. 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
	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 **Scope:** LEA-wide		
1.7	**Action:** K-2nd grade Instructional Aides **Need:** Only 54% of exiting 2nd grade students are on grade level in reading and 24.6% 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 26% of K-2 grade students and 70% 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
1.8	**Action:** Math TOSA	The math TOSA will work closely with teachers by coaching best tier 1 instructional practices as best first Math instruction and how to simultaneously	Metric 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CAASPP scores indicates 33.4 points below standard on the math CA Dashboard indicator. English learners are 64.8 points below standard and socioeconomically disadvantaged students are 44.9 points below standard in the Math indicator. This represent a significant performance gap between these two student groups and the All Students and White student group. 2022-2023 (2023 Dashboard) - Mathematics - 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 **Scope:** LEA-wide	scaffold and support for benefit of the most Unduplicated Pupils which are performing at levels below other student groups. This person will also synthesize various math assessment data and make recommendations for instructional shifts that need to occur. The Math TOSA will also make recommendations for math interventions for Unduplicated students. 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.	
1.9	**Action:** Librarian Tech **Need:** English language learners are not improving in English proficiency as desired by the district. There was a decrease from 55% to 53% on the ELPI. Additionally, only 54% of exiting 2nd	The librarian tech will maintain full-time status 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. Even	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
	graders are at grade level reading proficiency and approximately 58% of our 4-6th grade students are reading on grade level. There is a need to support literacy not only during class time but during recesses and after school. Additionally, feedback from educational partners indicate that our SED and EL students have less access to literacy related resources in the home, such as appropriate level reading material. These two groups also perform lower on standardized assessments. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 **Scope:** LEA-wide	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.	
1.10	**Action:** Additional Teachers hired for smaller class sizes	Increasing to 3 teachers per grade level will reduce class sizes to an average of 20 students Kinder thru 8th grade. This will enable our	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
	Need: The district's UPP rate is 76%. The Governing Boards desire is to decrease class sizes so that unduplicated students receive more individualized instruction, as assessment results indicate performance results lower than other student groups. ELLs making progress towards English proficiency declined 2.3% on the Dashboard and are 31.9 points below standard in ELA and 64.8 points below standard in math on the Dashboard. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 2022-2023 (2023 Dashboard) - Mathematics - All students 33.4 points below standard-Yellow English Learners - 64.8 points below standard - Orange Socioeconomically Disadvantaged - 44.9 points below standard - Orange	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 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
	Hispanic - 41.6 points below standard - Yellow White - 8.9 points below standard - Green **Scope:** LEA-wide		
2.1	**Action:** TCOE Consulting Services **Need:** Only 54% of exiting 2nd graders are at grade level reading proficiency and approximately 58% of our 4-6th grade students are reading on grade level. 48.49% of students are below standard on the CAASPP. ELLs declined 12 points on the ELA SBAC and are now 72.9 points below standard. SED students declined 7.7 points on the ELA SBAC and are 23.4 points below standard. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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	This action will provide on-going coaching for teachers in the area of reading, writing, and science to develop sustainable instructional practices and strategies that will be utilized to maximize instructional impact to accelerate reading skills acquisition for Undupllicated Pupils. 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 2.2, Metric 2.7

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
	2022-2023 (2023 Dashboard) - Mathematics - 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 **Scope:** LEA-wide		
2.2	**Action:** Close Read and Lit Circle Professional Development **Need:** Only 54% of exiting 2nd graders are at grade level reading proficiency and approximately 58% of our 4-6th grade students are reading on grade level. 48.49% of students are below standard on the CAASPP. ELLs declined 12 points on the ELA SBAC and are now 72.9 points below standard. SED students declined 7.7 points on the ELA SBAC and are 23.4 points below standard.	Teachers wiill participate in specific training on Close Reading and Literature Circle strategies that improve reading comprehension of students. They will implement these attained skills when instructing Unduplicated Pupils during small group, whole class, and intervention instruction. 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 2.2, Metric 2.6, Metric 2.7

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
	2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 2022-2023 (2023 Dashboard) - Mathematics - 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 **Scope:** LEA-wide		
2.3	**Action:** Ag Pathway **Need:**	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	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
	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. There needs for purposes of development of this action was based on their needs as low-income students. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green English Learners - 31.9 points below standard - Orange Socioeconomically Disadvantaged - 11.8 points below standard - Orange Hispanic - 6.4 points below standard - Yellow	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.	

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 - 26.8 points above standard - Green 2022-2023 (2023 Dashboard) - Mathematica - 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 **Scope:** LEA-wide		
2.4	**Action:** Technology Coordinator and Tech support **Need:** With a large number of students who are socioeconomically disadvantaged, (UPP 78%), 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	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
	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.

2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green

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

2022-2023 (2023 Dashboard) - Mathematica - 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 | | |

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		
2.5	**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 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	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 implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 2.4
2.6	**Action:** Updates to Technology **Need:**	The purchase of new Chromebooks will allow Unduplicated students to have uninterrupted access to online curriculum and supplemental learning platforms. Providing updated learning devices that are able to run current academic	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
	Nearly 71% of our students are SED and this student group declined in both ELA and math on the CAASPP. Our SED students need to be able to access technology at school so that they can have the proper exposure needed to fair well on the CAASPP. Using technology daily is essential and that technology needs to be updated frequently. English language learners, specifically our newcomers (currently have 16), also need technology to access Spanish online curriculum and be able to use it for translation services. 100% of our students have a laptop or tablet to use daily at school. Technology changes so often that there is a need to stay up to date in order to ensure Unduplicated students continue to have access to all online adopted curriculum. Textbooks are no longer ordered for 1:1, instead all curriculum is found online with only a limited amount of textbooks available. Student laptops are in need of replacement as they are 4-5 years old. Many families of SED and EL students do not have the fiscal resources to afford at-home Wi-Fi services, associated learning technology or sufficiently upgraded technology that will provide access to academic learning platforms. Thus, ensuring that district technology infrastructure is up-to-date and operating seamlessly is critical. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green	learning programs is paramount for Unduplicated Pupils, as many of these learning programs support and scaffold the grade level and learning level needs of these students. This action is needed to ensure we are able to continue to meet the needs of our Unduplicated students with 1:1 technology devices and learning software. 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
	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 2022-2023 (2023 Dashboard) - Mathematica - 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 **Scope:** LEA-wide		
2.7	**Action:** Field Trips **Need:** Oak Valley is a rural school district that receives Title IV and V funds. SED students declined on the CAASPP in ELA (-7.7points) and math (-13.7 points). It is essential that our	Each grade level visits locations and programs that Unduplicated students may normally not have the opportunity to visit in a rural community. Providing these opportunities to our Unduplicated students will assist them in making real-world connections to in-class learning and thus further cementing academic content knowledge. These field trip opportunities will also help Unduplicated	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
	SED students get exposure to a variety of real world skills, career awareness, and communities outside of Tulare County in order to broaden their future opportunities. Educational partner input and school district knowledge of families indicate that families of SED and English Learner students do not have the fiscal resources and/or transportation capabilities to provide extracurricular, co-curricular, or outside school enrichment opportunities that often times build or support academic learning. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 2022-2023 (2023 Dashboard) - Mathematica - All students 33.4 points below standard-Yellow English Learners - 64.8 points below standard - Orange	students develop and broaden critical thinking skills and learn in a more hands-on and engaging way. 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
	Socioeconomically Disadvantaged - 44.9 points below standard - Orange Hispanic - 41.6 points below standard - Yellow White - 8.9 points below standard - Green **Scope:** LEA-wide		
2.9	**Action:** Induction Program **Need:** There are 4 teachers that need to clear their credential and there is a need to increase the number of effective teachers by ensuring all teachers are fully qualified and not mis-assigned. The LEA has a high number of SED students, 71%, and 25% of students are ELL. It is imperative that our teachers are fully credentialed and highly qualified to meet the needs of our UPP. It is critically important that Unduplicated Pupils have highly qualified and effective teachers providing instruction, as research studies indicate that the number one determiner of student academic success is the quality of the teacher providing instruction. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green English Learners - 31.9 points below standard - Orange	TCOE offers a local option for clearing credentials which strengthens a teacher's instructional knowledge and abilities. Having fully credentialed and qualified teachers to serve our EL and SED students is vital. Providing all of our non-clear credentialed teachers with a facilitated and accelerated path toward a Clear Credential will ensure that every one of our Unduplicated Pupils is being instructed by a highly qualified teacher that has met all necessary professional requirements, thus increasing the opportunities for their academic success. 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 2.1

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
	Socioeconomically Disadvantaged - 11.8 points below standard - Orange Hispanic - 6.4 points below standard - Yellow White - 26.8 points above standard - Green 2022-2023 (2023 Dashboard) - Mathematica - 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 **Scope:** LEA-wide		
3.3	**Action:** Social Worker **Need:** The UPP percentage at OV has increased from 64% to 78% in one year. ELL and SED students placing Orange on the Dashboard in Math and ELA, along with being Yellow in Chronic Absenteeism. The district has acquired the CCSPP implementation grant	A Social Worker will work closely with the families of Unduplicated students and assist with the Family Resource Center in order to meet the diverse needs of these families. The district has a COST team that meets every 2 weeks to discuss specific students academics, behavior, and socio-emotional needs. The Social Worker is part of this team. ELLs and SED students, due to being below standard on the Dashboard, are frequently discussed at the COST meetings. The Social	Metric 3.1, Metric 3.2, Metric 3.3

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
	and a Social Worker will be able to assist with the goals of the grant and meet the increasing needs of our families. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green 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 2022-2023 (2023 Dashboard) - Mathematica - 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 2022-2023 (2023 Dashboard - All Students 9.7% chronically absent, - Green	Worker provides various outside resources such as parent classes, private counseling options, health needs, etc. 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
	English Learners - 15% - Yellow Socioeconomically Disadvantaged - 12.1% - Yellow Hispanic - 10.3% - Yellow White - 7.5% - Green Student with Disabilities -10.6% - Yellow **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 enrolled 5 qualified "newcomer" students that speak zero English this past year which was an increase 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 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: 53.2% ELLs making progress towards English language proficiency on the CA Dashboard. 2023-2024: 11.81% Written Language Score on the ELPAC. 2022-2023 (2023 Dashboard) - English Language Arts - All Students 1.9 points above standard-Green English Learners - 31.9 points below standard - Orange 2022-2023 (2023 Dashboard) - Mathematica - All students 33.4 points below standard-Yellow English Learners - 64.8 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 an intervention teacher that will work directly with intervention students who are greater than 1 year below in reading. Intervention students will include those who are English language learners, low-income, and foster students. This can be found in the LCAP under Goal 1, Action 6. The additional concentration grant add-on will also fund an additional 6th grade teacher to lower class sizes to approximately 21 students per class. This can be found in the LCAP under Goal 1, Action 10.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,880,877	1,604,170	27.278%	0.009%	27.287%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,614,144.00	$236,400.00	$0.00	$140,623.00	$1,991,167.00	$1,471,500.00	$519,667.00

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		$140,000.00	$0.00	$140,000.00				$140,000.00	
1	1.2	Wellness Room	All	No			All Schools		$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.3	Psychologist	All	No			All Schools		$0.00	$116,400.00		$116,400.00			$116,400.00	
1	1.4	ELD Consultant	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$32,000.00	$32,000.00				$32,000.00	
1	1.5	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$94,000.00	$0.00	$76,413.00			$17,587.00	$94,000.00	
1	1.6	Learning Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$200,000.00	$10,000.00	$210,000.00				$210,000.00	
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		$270,000.00	$0.00	$270,000.00				$270,000.00	
1	1.8	Math TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$125,000.00	$0.00	$125,000.00				$125,000.00	
1	1.9	Librarian Tech	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	

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
			Low Income			Low Income										
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		$230,000.00	$0.00	$230,000.00				$230,000.00	
2	2.1	TCOE Consulting Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$26,000.00	$26,000.00				$26,000.00	
2	2.2	Close Read and Lit Circle Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Ag Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$110,000.00	$10,000.00	$110,000.00			$10,000.00	$120,000.00	
2	2.4	Technology Coordinator and Tech support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$102,000.00	$53,000.00	$155,000.00				$155,000.00	
2	2.5	Art Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$123,000.00	$0.00	$123,000.00				$123,000.00	
2	2.6	Updates to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$129,000.00	$64,000.00			$65,000.00	$129,000.00	
2	2.7	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$5,000.00			$10,000.00	$15,000.00	
2	2.8	VAPA Pathway	All	No			All Schools	on-going	$0.00	$30,767.00				$30,767.00	$30,767.00	
2	2.9	Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,500.00	$7,500.00	$2,731.00			$7,269.00	$10,000.00	
3	3.1	Family Resource Center	All	No			All Schools	on-going	$0.00	$10,000.00		$10,000.00			$10,000.00	

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
3	3.2	Parent training programs	All	No			All Schools	on-going	$0.00	$50,000.00		$50,000.00			$50,000.00	
3	3.3	Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$45,000.00	$0.00	$5,000.00	$40,000.00			$45,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (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
5,880,877	1,604,170	27.278%	0.009%	27.287%	$1,614,144.00	0.000%	27.447 %	**Total:**	$1,614,144.00
								LEA-wide Total:	$1,537,731.00
								Limited Total:	$76,413.00
								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	1.4	ELD Consultant	Yes	LEA-wide	English Learners	All Schools	$32,000.00	
1	1.5	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$76,413.00	
1	1.6	Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,000.00	
1	1.7	K-2nd grade Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,000.00	
1	1.8	Math TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	1.9	Librarian Tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

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 (%)
1	1.10	Additional Teachers hired for smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
2	2.1	TCOE Consulting Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
2	2.2	Close Read and Lit Circle Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.3	Ag Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
2	2.4	Technology Coordinator and Tech support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	
2	2.5	Art Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,000.00	
2	2.6	Updates to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,000.00	
2	2.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.9	Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,731.00	
3	3.3	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,008,298.00	$1,959,002.00

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**	Software, apps, and license agreements	Yes	$25,000.00	26456
1	**1.2**	Technology Coordinator and tech support from On Point	Yes	$165,000.00	170750
1	**1.3**	Art teacher	Yes	$103,000.00	81659
1	**1.4**	Ag Teacher and materials for Ag program	Yes	$101,125.00	112662
1	**1.5**	STEAM Lab Supplies	No	$40,086.00	38141
1	**1.6**	Field Trips	No	$10,000.00	10568.
1	**1.7**	Google software	No	$71,437.00	51111
1	**1.8**	Club Stipends	Yes	$30,000.00	12099
2	**2.1**	Parent Engagement Training for Teachers: PIQE	Yes	$5,000.00	10,000
2	**2.2**	Parent Training and PIQE	Yes	$12,500.00	12,500
2	**2.3**	Intervention Resource Center	Yes	$1,000.00	608

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Professional development/Coaching	Yes	$50,000.00	42155
3	3.2	K-2nd grade Instructional Aides	Yes	$233,853.00	258414
3	3.3	Bilingual Aide and materials	Yes	$61,515.00	52255
3	3.4	Additional teachers hired for smaller class sizes	Yes	$303,000.00	352463
3	3.5	Summer school	No	$50,000.00	64853
3	3.6	Expanded TK class	No	$0.00	0
3	3.7	Increase in Library Tech services	Yes	$30,000.00	25268
3	3.8	Intervention Teacher, Student Progress Monitoring Systems	Yes	$217,861.00	241877
3	3.9	ELD Professional Development	Yes	$5,000.00	5000
3	3.10	ELD Coordinator	Yes	$150,000.00	22682
4	4.1	School Counselor and Counseling aide	Yes	$163,752.00	191020
4	4.2	Facility Maintenance	Yes	$39,034.00	0
4	4.3	Grade Level Leads	Yes	$12,135.00	15126

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)
4	4.4	Additional Psych Services	Yes	$50,000.00	42921
4	4.5	PA System	Yes	$78,000.00	118414

2023-24 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)
1,633,389	$1,722,375.00	$1,774,487.00	($52,112.00)	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	Software, apps, and license agreements	Yes	$25,000.00	26456		
1	1.2	Technology Coordinator and tech support from On Point	Yes	$165,000.00	170750		
1	1.3	Art teacher	Yes	$103,000.00	81659		
1	1.4	Ag Teacher and materials for Ag program	Yes	$101,125.00	112662		
1	1.8	Club Stipends	Yes	$30,000.00	12099		
2	2.1	Parent Engagement Training for Teachers: PIQE	Yes	$5,000.00	376		
2	2.2	Parent Training and PIQE	Yes	$12,500.00	13249		
2	2.3	Intervention Resource Center	Yes	$1,000.00	608		
3	3.1	Professional development/Coaching	Yes	$50,000.00	42155		
3	3.2	K-2nd grade Instructional Aides	Yes	$233,853.00	258414		
3	3.3	Bilingual Aide and materials	Yes	$43,250.00	48558		
3	3.4	Additional teachers hired for smaller class sizes	Yes	$303,000.00	352463		
3	3.7	Increase in Library Tech services	Yes	$30,000.00	25268		

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)
3	3.8	Intervention Teacher, Student Progress Monitoring Systems	Yes	$130,861.00	241876		
3	3.9	ELD Professional Development	Yes	$5,000.00	5000		
3	3.10	ELD Coordinator	Yes	$150,000.00	22682		
4	4.1	School Counselor and Counseling aide	Yes	$163,752.00	191020		
4	4.2	Facility Maintenance	Yes	$39,034.00	0		
4	4.3	Grade Level Leads	Yes	$3,000.00	7857		
4	4.4	Additional Psych Services	Yes	$50,000.00	42921		
4	4.5	PA System	Yes	$78,000.00	118414		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,852,690	1,633,389	2.42%	30.328%	$1,774,487.00	0.000%	30.319%	$537.10	0.009%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be 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.

  o 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.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o   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)**

  - o   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)**

  - o   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)**

  - o   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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