2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pleasant Valley School District
CDS Code:	56725530000000
LEA Contact Information:	Name: Dr. Veronica Ortega Position: Assistant Superintendent, Educational Services Email: vortega@pleasantvalleysd.org Phone: (805) 389-2100
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$55,140,115
LCFF Supplemental & Concentration Grants	$3,133,814
All Other State Funds	$3,237,470
All Local Funds	$5,601,942
All federal funds	$3,115,479
Total Projected Revenue	$67,095,006

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$70,830,715
Total Budgeted Expenditures in the LCAP	$5,395,086
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,194,338
Expenditures not in the LCAP	$65,435,629

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,791,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,649,163

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$60,524
2020-21 Difference in Budgeted and Actual Expenditures	$-141,837

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The budgeted expenditures that are not included in the Local Control and Accountability Plan are base costs for operation of the school district: classroom teacher salaries and benefits; general administration costs; general classified support staff salaries and benefits; basic operations costs like utilities bills and physical plant cleaning and grounds maintenance; and routine maintenance costs.
The total actual expenditures for actions and services to increase or improve	The difference between the budgeted and actual expenditures to support high needs students in the 20-21 school year was $141,837. This

services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	underspending was primarily due to the barriers to service delivery posed by the pandemic environment. Examples of increased and improved services included counseling support, literacy intervention content specialist support, and English Language Development content specialist support. Additionally, child supervision services were targeted to support high needs students in 2020-21 to ensure that students had daily access to a safe, supervised environment with high speed internet connectivity.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pleasant Valley School District

CDS Code: 56725530000000

School Year: 2021-22

LEA contact information:

Dr. Veronica Ortega

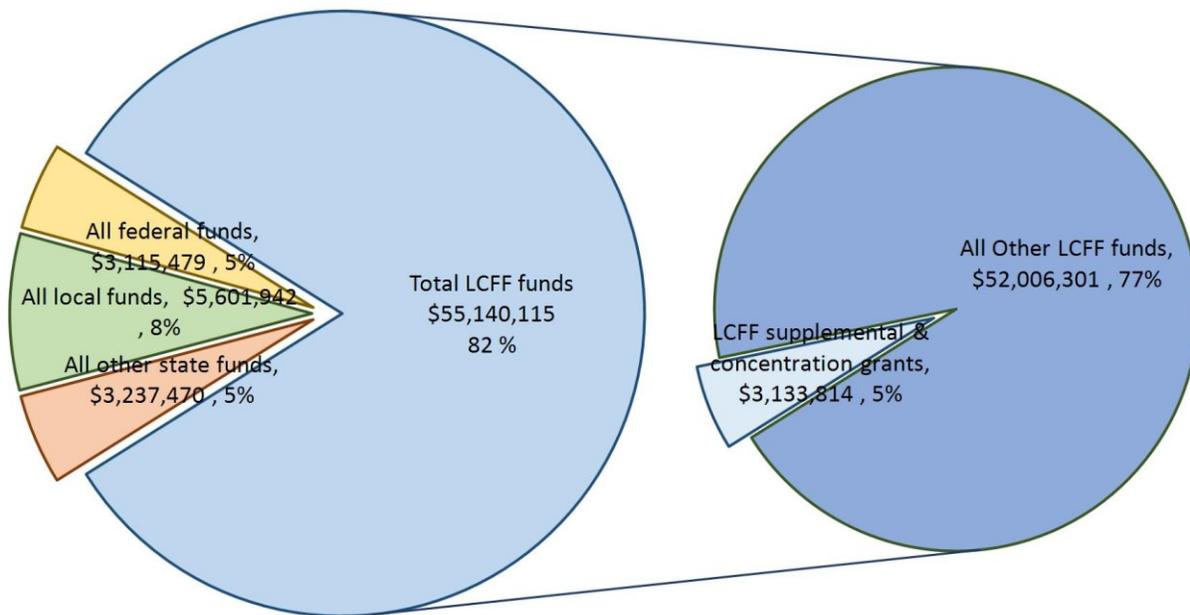Assistant Superintendent, Educational Services

vortega@pleasantvalleysd.org

(805) 389-2100

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $3,115,479 , 5%

All local funds, $5,601,942 , 8%

All other state funds, $3,237,470 , 5%

Total LCFF funds $55,140,115 82 %

All Other LCFF funds, $52,006,301 , 77%

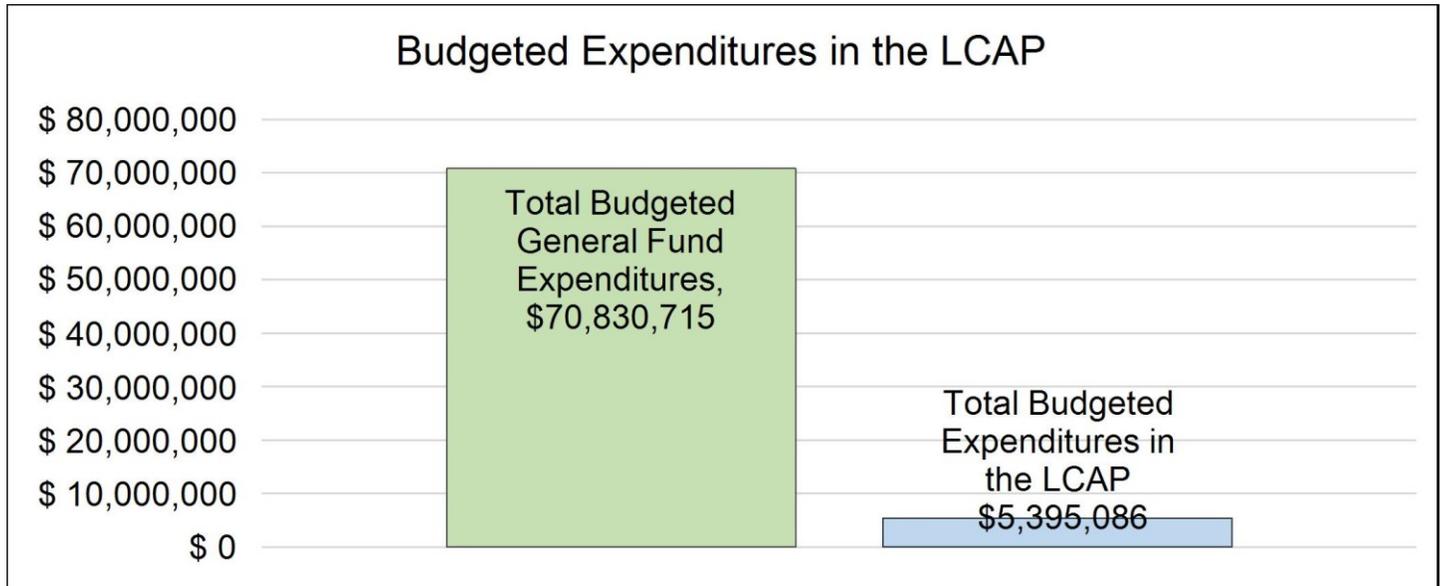LCFF supplemental & concentration grants, $3,133,814 , 5%

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

The total revenue projected for Pleasant Valley School District is $67,095,006, of which $55,140,115 is Local Control Funding Formula (LCFF), $3,237,470 is other state funds, $5,601,942 is local funds, and

$3,115,479 is federal funds. Of the $55,140,115 in LCFF Funds, $3,133,814 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

$ 80,000,000	
$ 70,000,000	
$ 60,000,000	Total Budgeted General Fund Expenditures, $70,830,715
$ 50,000,000	
$ 40,000,000	
$ 30,000,000	
$ 20,000,000	Total Budgeted Expenditures in the LCAP $5,395,086
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Pleasant Valley School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pleasant Valley School District plans to spend $70,830,715 for the 2021-22 school year. Of that amount, $5,395,086 is tied to actions/services in the LCAP and $65,435,629 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
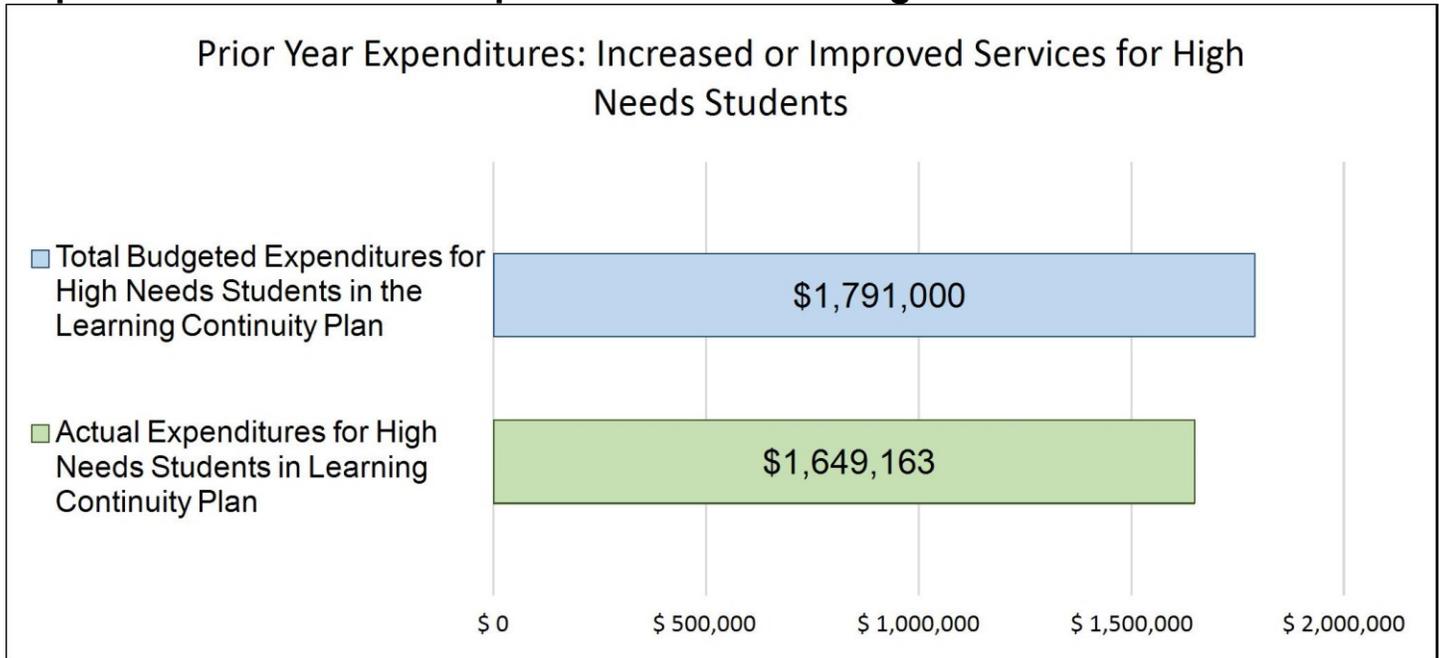
The budgeted expenditures that are not included in the Local Control and Accountability Plan are base costs for operation of the school district: classroom teacher salaries and benefits; general administration costs; general classified support staff salaries and benefits; basic operations costs like utilities bills and physical plant cleaning and grounds maintenance; and routine maintenance costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pleasant Valley School District is projecting it will receive $3,133,814 based on the enrollment of foster youth, English learner, and low-income students. Pleasant Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pleasant Valley School District plans to spend $3,194,338 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 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,791,000
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,649,163

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

This chart compares what Pleasant Valley School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pleasant Valley School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Pleasant Valley School District's Learning Continuity Plan budgeted $1,791,000 for planned actions to increase or improve services for high needs students. Pleasant Valley School District actually spent $1,649,163 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures to support high needs students in the 20-21 school year was $141,837. This underspending was primarily due to the barriers to service delivery posed by the pandemic environment. Examples of increased and improved services included counseling support, literacy intervention content specialist support, and English Language Development content specialist support. Additionally, child supervision services were targeted to support high needs students in 2020-21 to ensure that students had daily access to a safe, supervised environment with high speed internet connectivity.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pleasant Valley School District	Dr. Veronica Ortega Assistant Superintendent, Educational Services	vortega@pleasantvalleysd.org (805) 389-2100

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Ensure increased student achievement through high expectations for all.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic action plan Goal 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local measure (tech inventory) Clarity Survey Speak Up Survey **19-20** Grades 1-8 student to device ratio maintained. 80% of students reporting that they use technology to help with school work. **Baseline** Student 1:1 or 2:1 device ratio 69% (survey 2017)	Per the technology inventory, PVSD maintained a 1:1 ratio of students to devices in grades 1-8. Given the transition to distance learning in March, all students were accessing technology.
Metric/Indicator CAASPP **19-20** 2019 % met or exceeded ELA 2019-66% Math 2019-52% **Baseline** 2016 % met or exceeded ELA 2016--62%	CAASPP test not administered in 19-20 due to COVID-19 related school closures.

Expected	Actual
Math 2016--48%	
Metric/Indicator Highly Qualified Teachers (HQT) per Human Resources **19-20** 100% **Baseline** 100%	100% in 19-20
Metric/Indicator Williams report **19-20** No complaints **Baseline** No complaints	No complaints were filed in the 19-20 school year.
Metric/Indicator Master schedule, enrollment **19-20** 100% of students enrolled in required courses **Baseline** 100% of students enrolled in required courses	100% of students were enrolled in required courses per student information system.
Metric/Indicator RFEP rate report **19-20** RFEP rate = 11% for 19-20 **Baseline** RFEP rate = 7% for 16--17	The RFEP rate was 11%. There were 61 students reclassified out of 524.
Metric/Indicator API, UC A- G/CSU/CEC, AP, EAP, HS graduation rate, HS dropout rate	PVSD is a preK-8 serving district, so it does not report on this metric.

Expected	Actual
19-20 n/a **Baseline** n/a **Metric/Indicator** Increase English Learner progress towards meeting level 4 as measured by the English Language Proficiency Assessments for California (ELPAC) **19-20** Increase percentage of English Learners meeting level 4 as measured by the ELPAC above the 40% baseline percentage of students meeting level 4. **Baseline** Pending ELPAC results for 2017--2018 to determine baseline	24% of students scored in level 4 on the 18-19 ELPAC. Data for 19-20 ELPAC is not available due to ELPAC being suspended for the 19-20 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support 21st Century Learning by ensuring access to adequate technology devices for students and teachers. Provide applications/software and infrastructure to support 21st Century Learning.	MGT 260 Objects: 1000,2000,3000,4000,5000 Unrestricted: Base grant $1,688,088	$1,340,793
Purchase and/or develop State Standards aligned instructional materials to support State Standards adoptions.	MGT: 280 Objects: 1000, 3000, 4000 Unrestricted: Base grant $642,739	$635,342
Compensate highly qualified teachers through stipend or hourly pay as needed for committee work to support core subjects and the development of instructionally- aligned materials.	MGT: 280 Objects:1000, 3000 Unrestricted: Base grant $18,349	4416.78

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development opportunities for staff in areas such as: Next Generation Science Standards, math content, standards-based grading, and English Language Arts.	MGT: 280 Objects: 1000, 3000, 5000 Unrestricted: Base grant $130,668	43177.27
Provide GATE part-time teacher on special assignment to: support teachers in GATE certification and in-class support for GATE- identified students, increase GATE communication, and improve identification of historically under identified student populations.	MGT: 280 Objects: 1000, 2000, 3000, 4000 Unrestricted: Supplemental grant $87,124	47861
Provide tutoring and homework help in English and Math with the principal goal of increasing academic outcomes for at-risk, Homeless Youth, Foster Youth, English Learner, or Limited Income students.	MGT: 280 Objects: 1000, 2000, 3000, 5000 Unrestricted: Supplemental grant $86,420	62,955
Provide school day music and/or theater opportunities for students in TK--5th grades and instrumental music opportunities in 6th-8th grades.	MGT: 280 Objects: 1000, 2000, 3000, 4000 Unrestricted: Base grant $8,732	0
Support English Learners (EL) by providing an EL coordinator, EL testing support, monitoring, reclassification, classroom support, teacher leadership, professional development, DELAC facilitation, and parent education. Build teacher capacity to purvey integrated and designated ELD.	MGT: 280 Objects: 1000, 3000, 5000 Unrestricted: Supplemental grant $110,663	106,737
Build capacity to support students identified as Homeless Youth, Foster Youth, English Learner, or Limited Incomes, to increase student connectedness and achievement. Develop practices for school- level data discussions that closely monitor unduplicated student achievement.	MGT: 280 Object:1000, 3000, 4000, 5000 Unrestricted: Supplemental grant $6,144	429.99
Provide increased access to technology devices/internet connection to Homeless Youth, Foster Youth, English Learner, or Limited Income students to support their academic achievement.	MGT: 260 Objects: 5000 Unrestricted: Supplemental grant $3,000	0
Increase instructional coherence throughout the district through professional development that addresses areas of needed professional growth to differentiate standards and adopted materials in mathematics	MGT: 280 Objects: 1000, 3000, 5800 Unrestricted: Supplemental grant $161,627	62656.52

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and ELA for the primary purpose of increasing academic outcomes for Unduplicated Pupils.		
Provide professional development opportunities for special education teachers to build capacity to deliver instruction using adopted math and ELA curriculum to improve academic outcomes for special education students.	MGT: 650 Objects: 1000,3000, 5800 Unrestricted: Base grant $1,348	0
Purchase a diagnostic screening and progress monitoring tool to identify academic and social-emotional areas of student need that support a Multi-Tiered Systems of Support (MTSS) model principally directed at providing more targeted support for Unduplicated Pupils.	MGT: 280 Object: 4000 Unrestricted: Supplemental grant $38,000	37310
Recruit new teachers by covering fees for year one and two induction programs as well as providing release days and support mentors associated with teacher and administrator induction.	MGT: 410 Objects:1000, 3000 Unrestricted: Base grant $107, 415	86755.87
Build teacher capacity to serve at-risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students through training in Professional Learning Communities (PLC), Universal Design for Learning (UDL), and English Language Development (ELD) with the purpose of improving student outcomes.	MGT: 280 Objects:1000, 3000, 5800 Unrestricted: Supplemental grant $240,569	202351.26
Provide summer school enrichment opportunities for at--risk, Homeless Youth, Foster Youth, English Learner, and Limited Income students with the purpose of mitigating academic summer learning loss and working toward closing the achievement and opportunity gaps.	MGT: 280 Objects: 5000, 5800 Unrestricted: Supplemental grant $40,897	40572.53
Provide a bilingual psychologist to increase accuracy of special education testing for English language learners in order to better support their academic goals.	MGT: 650 Objects:1000, 3000 Unrestricted: Supplemental grant $123, 003	MGT: 650 Objects:1000, 3000 Unrestricted: Supplemental grant 105743.56
Develop specialized academic instruction models such as co-teaching or learning centers at schools to provide greater programmatic opportunities for students in special education.	MGT: 650 0	8750
Use IABs and other formative data sources to support student learning and continue to build teacher capacity in data use through the Professional Learning Community model.	MGT: 280 Objects: 1000, 3000, 4000, 5000 Unrestricted: Base grant $32,866	5811

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide students and parents with college and career readiness information in addition to academic supports that can be accessed at home.	MGT: 280 Objects:1000, 3000, 5000 Unrestricted: Base grant $8,630	6949.26
Provide part-time reading support teachers at each elementary and K-8 campus to support at-risk students.	MGT: 280 Objects:1000, 3000 Unrestricted: Base grant $104,233	176665.79
Provide part--time reading support teachers at each elementary and K-8 campus to support at-risk students and provide teacher coaching.	MGT: 280 Objects:1000, 3000 Unrestricted: Supplemental grant $420,052	356946.9
Provide instructional assistants and a supply allotment for each site to support teachers in MakerSpace use and student technology use on campuses. There will be a core allotment based on ADA. An additional allotment will be provided to school sites based on unduplicated count for the purpose of purveying increased STEM exposure for Homeless Youth, Foster Youth, English Learner, and Limited Income pupils. Teacher stipend to support continuing professional development of Makerspace instructional assistants to adequately support teachers.	MGT: 280 Objects:1000, 2000, 3000, 4000 Unrestricted: Supplemental grant $195,804	142686.66
Provide increased music and/or arts opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students through before school, during school, during lunch, or after school music and/or arts opportunities to increase academic outcomes through increased engagement and attendance.	MGT: 280 Objects: 1000, 2000, 3000, 4000 Unrestricted: Supplemental grant $78,183	84237.54

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of the actions and services in goal one were able to be implemented. Where there were areas that were not fully completed, these funds were shifted to respond to the needs of students, families, staff and teachers in response to the COVID-19 contingency. One example of this is the purchasing of hotspots. While the technology dollars allocated in the plan had already been expended due to early year procurement of Chromebook devices, funds not expended in other areas were reallocated to purchase hotspot devices for students who did not have access to internet during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pleasant Valley School District was able to fully implement the majority of these actions and services, despite school closures, although some actions were implemented more fully than others due to school closures beginning on March 13th.

The district already had established a yearly refreshment cycle for Chromebooks, with 6th graders receiving new Chromebooks each year, and 8th grade Chromebooks being cycled down into other grade levels. Standards-aligned instructional materials were procured for students early in the year. The committee work of developing standards aligned materials was implemented through grade level leaders developing pacing guides with assessment calendars. In addition, middle school students transitioned into a new history-social science program that is aligned with the updated framework.

In the summer prior to the 19-20 school year, PVSD held a summer program through the National Writing Project. This service was principally directed at unduplicated students and provided them with an intensive writing camp that was offered on a university campus. This experience helped build cultural capital and provided college and career awareness for students who have traditionally been under-represented in higher learning institutions.

Teachers attended professional learning in how to implement rich math tasks in grades 4-8. Teachers also received professional learning on standards-based grading. Our team of grade level curriculum leads underwent extensive training in standards-based grading in order to develop standards-based report cards, grading rubrics, and to develop presentations to train their peers on standards-based grading. Utilizing a grade-level meeting structure, all teachers received training in standards-base grading through this trainer-of-trainers model. All middle school history teachers received publisher training in order to implement the history-social science curriculum with fidelity. Middle school English Language Arts teachers, including special education SAI teachers, participated in two days of lesson study in order to grow professional practice through the planning, teaching, and observation of a collaboratively developed lesson.

School sites were provided with funding to design tutoring and afterschool homework supports. These funds were distributed based on unduplicated student percentages. While most campuses were able to provide these services, some campuses did not implement these services until further in the school year based on challenges securing personnel to provide the supports. Campuses did not expend these dollars fully, given that school closures created a barrier for providing these supports.

GATE testing was conducted during the day and remotely in order to ensure that barriers related to transportation were removed, which supported all recommended students being tested. The GATE coordinator provided after school training for GATE teachers, which supported them in identifying and supporting students who are traditionally under-represented in GATE, for example students who are identified as twice exceptional.

One of PVSD's biggest successes was the expansion of the Family Literacy Project. The English Learner coordinator scaled this program to additional campuses, and added the second year of a middle school component. The middle school program culminated in parents and their students visiting UCLA to learn about higher education options for the future.

PVSD continued the use of the FastBridge universal screening tool. Two data points, fall and spring, provided data regarding student progress. Many teachers were also able to administer the spring administration of this metric through distance learning. School teams leveraged the use of the data days to further their professional learning communities. Each site participated in two (some sites three) school-wide data days. Principals led these days which focused on the examination of common assessments and identification of next steps for teams. Due to school closures, the third data day was not implemented by all sites.

The beginning of the year professional learning event kicked off with a presentation by Steven Ventura on the importance of building collective efficacy. As part of PVSD's focus on the use of professional learning communities district-wide all PVSD teachers participated in a half-day institute on common formative assessments.

One of the professional learning events that was planned was a full-day Universal Design for Learning (UDL) institute. This was scheduled for our January professional learning day. That professional learning day was canceled due to fires. It was challenging to reschedule the event to later in the year due to the pandemic and related school closures.

A learning center model was successfully launched on one of our TK-5 campuses. This provided special education students with more programmatic options. A bilingual psychologist helped to support the assessment of Spanish speaking students to ensure greater accuracy in their assessments.

Overall, PVSD was successful in the implementation of the actions and services related to goal one. Had the school year continued on course, we are confident that student outcomes would have continued on their upward trajectory due to the early implementation of these actions and services.

Goal 2

Provide a healthful environment where students feel welcomed, safe, and connected

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
Local Priorities: Strategic action plan Goal 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local measures and/or California Healthy Kids Survey **19-20** Local measure demonstrating an increase in the number of students feeling safe and connected at school. **Baseline** 85% of 5th graders (17/18) 66% of 7th graders (17/18)	86% of 5th graders (19/20) 59% of 7th graders (19-20)
Metric/Indicator Local measures, parent surveys, increased opportunities **19-20** Increased participation on parent surveys Increase stakeholder opportunities (Superintendent's Advisory, Committees) **Baseline**	More surveys offered (LCAP, COVID-19 parent survey, English Learner Program Assessment, reopening task force and task force committees)

Expected	Actual
Parent surveys, Superintendents parent advisory, wellness committee 4 district/community events	
Metric/Indicator FIT (Facilities Inspection Tool) **19-20** FIT report = Maintain rating of GOOD for all schools **Baseline** FIT report = Rating of GOOD for all schools **Metric/Indicator** District and state data including California Dashboard **19-20** 1. Maintain student suspension rates at or below 1.5% 2. Maintain student expulsion rates of 0% 3. Improve chronic absenteeism rate to 7.2% 4. Maintain middle school dropout rates at 0% **Baseline** 1. Student suspension rates 1.5% 2. Student expulsion rates 0% 3. Chronic absenteeism rates 7.5% 4. Middle school dropout rates 0%	All facilities earned a rating of GOOD or better per the FIT report. 1. Student suspension rates 1.3% 2. Student expulsion rates 0% 3. Chronic absenteeism rates 6.8% 4. Middle school dropout rates 0%
Metric/Indicator Monthly attendance reports **19-20** 97.5% (Adjusted based on re-calibrated 2018--2019 percentage). **Baseline**	96.01% based on P2 reporting

Expected	Actual
97%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue implementation of Positive Behavior Intervention Support (PBIS) strategies, alternatives to suspension, use of restorative practices, and provide attendance interventions for students, principally directed at reducing suspensions for Unduplicated Pupils.	MGT: 270 Objects: 1000, 3000, 4000 Unrestricted: Supplemental grant $5,200	5590.68
Provide increased school transportation opportunities for students identified as Homeless Youth, Foster Youth, English Learner, or Limited Income with the purpose of improving attendance. Provide clerical support for Student Attendance Review Board with specific outreach to support Unduplicated Pupils.	MGT: 270, 520 Objects: 2000, 3000, 4000, 5000 Unrestricted: Supplemental grant $769,717	536720.01
Provide Tobacco Use Prevention and Education training and grant coordination, teacher facilitator stipends, and program materials through consortium grant participation with the county office of education. Education will continue to include an emphasis on the hazards of electronic vapor devices.	MGT: 270 Objects: 1000, 3000, 4000, 5000 TUPE $24,070	23066.42
Increase parent involvement and engagement by offering a parent university on social--emotional topics.	MGT: 440 Objects: 1000, 2000, 3000, 4000 Unrestricted: Base grant $22,600	1042.3
Implement social-emotional curriculum for classrooms through counselors.	MGT: 270 Objects: 1000, 3000, 4000 Unrestricted: Base grant $31,000	53083.65
Conduct an annual analysis of school conditions (FIT report) and perform facility repairs and maintenance.	MGT: 510 0	0
Provide outreach to parents of targeted student populations to give input and participate in site-level and district-level trainings, committees, and events with the expected outcome of providing more targeted support.	MGT: 280 Objects:1000, 2000, 3000, 4000, 5000 Unrestricted: Supplemental grant $55,829	44345.73

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development to increase teacher capacity in purveying physical education.	MGT: 280 Objects:1000, 3000, 5800 Unrestricted: Base grant $4,254	1311.87
Provide site support for student connectedness opportunities through clubs, teams, and school community events.	MGT: 280 Objects:1000, 3000, 4000, 5000 Unrestricted: Base grant $44,490	46612.13
Incorporate Wellness curriculum into regular lessons.	MGT: 270 0	0
Foster a district culture in all departments and on all campuses that is welcoming, friendly, and customer-service oriented. Implement training and guidelines to help school staff gain awareness and build capacity in serving the needs specific to Homeless Youth, Foster Youth, English Learner, and Limited Income students, with the purpose of increasing student connectedness and family engagement.	MGT: 410 0	0
Continue implementation of a Multi-tiered Systems of Support (MTSS) plan with consistent protocols that are goal-based, action- oriented, and are principally directed at identifying and supporting Homeless Youth, Foster Youth, English Learner, and Limited Income students to improve academic and behavioral outcomes.	MGT: 270 Objects:1000, 3000, 4000, 5800 MTSS grant $11,053	10459.24
Provide itinerant counselors to provide additional support for Homeless Youth, Foster Youth, English Learner, and Limited Income students to increase student connectedness with the ultimate purpose of increasing student achievement. Provide parent education on social-emotional topics.	MGT: 270 Objects:1000, 3000, 4000 Unrestricted: Supplemental grant $794,259	801490.84
Continue safety training, partnering with community and law enforcement resources. Continue emergency bin preparation and review of safety protocols.	MGT: 270 Object: 4000 Unrestricted: Base grant $22,000	0
Provide increased/improved opportunities for Homeless Youth, Foster Youth, English Learner, and Limited Income students to participate in clubs, teams, and school/community events that increase engagement, support college and career readiness, and improve student attendance.	MGT: 280 Objects:1000, 3000, 4000 Unrestricted: Supplemental grant $30,100	6460.8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Communicate a system for uniform reporting of bullying and develop consistent anti-bullying education through counselors and site administrators.	MGT: 270 0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Prior to school closure, PVSD was on course to complete the actions and services noted in goal two. The increased transportation services to support unduplicated pupils were interrupted due to school closures. Funds were redirected to provide increased technology services and supports, as students transitioned to distance learning. In addition to increased staff time, this included purchasing hotspots for students without access to internet as well as procurement of ancillary tech supports and devices.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

PVSD believes that in order to succeed academically, students must feel supported, connected, and engaged. The actions and services in goal two are predicated on this supposition and were implemented to a high degree considering the unconventional school year.

The Administrative Services department worked with campus leaders to identify areas of additional support and training in reducing out of school suspension incidents. All leadership was trained in the use of restorative practices with an emphasis on community circles. There were some challenges with implementation on one campus because the campus leader was serving in a separate role at the district level, and there was an interim principal and rotating assistant principal leadership. This resulted in a less consistent student support approach to the campus due to the changes in personnel.

An additional bus route was added to provide students from our most economically disadvantaged campus with increased transportation support. With the COVID-19 school closure beginning in March, this service did not continue.

Students received additional social-emotional services through the itinerant counselors provided to each campus. The counselors' time was distributed based on the unduplicated student percentages. The counselors provided social emotional and academic counseling. School counselors were critical in the implementation of the collaborative student success team process, which is part of the multi-tiered systems of support in the district. The Collaborative Success Team process provides students with a team-developed and monitored approach to addressing academic, behavioral, and social emotional needs. This process has resulted in more targeted intervention supports on campuses. Additionally, the counselors spearheaded the continued implementation of the Second Step social emotional learning curriculum. This curriculum provides students with the necessary social-emotional learning skills to successfully

navigate through relationships and conflict. Additional kits were purchased to scale the program up to the middle school level.

To support students with accessing physical wellness programs, professional learning was provided to physical education teachers in the 19-20 school year through the California Physical Fitness Project. Additionally, schools implemented club and sports opportunities for students to connect and engage. Pleasant Valley School District spearheads the Camarillo Independent Sports league, which provided students with organized after school athletic opportunities. The spring sports season of the 19-20 school year was cancelled due to the governor's stay-at-home order and subsequent school closures.

Parent input and engagement occurred throughout the year through targeted outreach and parent education events. Examples of this included the Family Literacy Project, which was co-facilitated by support staff in Spanish. PVSD offered the Parent University series. The following topics were offered:

- Vaping: What Parents Need to Know
- OUHSD Academies and Pathways
- Fostering Positive Peer Relationships
- Second Step Social Emotional Learning Curriculum
- Strategies to Support Behavior at Home and School (provided virtually)

As the district suddenly transitioned to distance learning on March 13, 2020, administrative support staff pivoted to specific outreach to ensure that families had access to technology to participate in distance learning.

With a continuous eye focus on safety, drills and emergency procedures were coordinated with the school resource officer. Subsequently, staff transitioned to a safety focus in addressing conditions related to the pandemic.

Goal 3

Maintain a fiscally sound budget that equitably aligns and maximizes available resources.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic action plan Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Business office- additional funding we received **19-20** Maintain or increase as applicable **Baseline** No data in the baseline year as this goal not yet enacted	We applied for but did not receive grant funds for replacement buses (19-20 school year).
Metric/Indicator Business office- practices that have become more efficient **19-20** Maintain or increase office practices that have become more efficient. **Baseline** No data in the baseline year as this goal not yet enacted	Enhanced position control processes were developed and implemented.

Expected	Actual
Metric/Indicator Business office- funded projects based on equity model **19-20** Unduplicated Pupil supports allocated based on percent of Unduplicated Pupils at sites. **Baseline** No data in the baseline year as this goal not yet enacted	All additional site level supports were allocated based on UPP site formula.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Actively seek funding opportunities and partnerships including grant writing.	MGT: 420 Object:5800 Unrestricted: Base grant $22,000	0
Strengthen efficiencies through automation of processes that make district operations more efficient.	MGT: 420 Objects: 5000 Unrestricted: Base grant $10,000	5400
Align our budget with our district goals.	MGT: 420 0	0
Allocate funding with equity, based on need.	MGT: 420 Object 7000 Unrestricted: Supplemental grant $320,570	285381.4
Provide site administrator and department head training on budget development and management, including training on Title I funding.	MGT: 420 Object: 4000, 5000 Unrestricted: Base grant $5,025	50
Provide parent education on Local Control Funding Formula.	MGT: 420 0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions were largely implemented as planned. Funding to explore additional grants was not used, as staff were able to write grant applications without outside research or support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the beginning of the school year, all principals and department heads participated in training to increase accuracy in site-level budget management. Additionally, the Educational Services department provided Title I-funded campuses with ongoing training on the fiscal parameters of using Title I dollars. This was a very specific focus, as PVSD was selected for federal program monitoring for the 2020-2021 school year.

The Business Services department provided parent education on the Local Control Funding Formula as well as budgetary updates during LCAP district meetings, to the Parent Advisory Committee, and to the PTA Roundtable.

All site level supports were apportioned based on unduplicated percentage for the campuses. For example, reading specialists and counselor time was scheduled based on these percentages.

Goal 4

Continuously engage in open and meaningful communication with all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	Strategic action plan Goal 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Stakeholders report increased communication efforts via surveys and/or stakeholder group sessions. **19-20** Increase participation on surveys and in stakeholder meetings. **Baseline** No data in the baseline year as this goal not yet enacted	• Major increase in participation through all established meeting channels • Re-opening taskforce with over 130 participants • Multiple surveys conducted throughout the year, including surveys to inform decisions during the March-June school closures • Provided weekly updates for families during COVID-19 contingency • Website developed for parents to support distance learning

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase stakeholder involvement and create avenues for two--way communication for all stakeholder groups.	MGT: 440 Object: 4000 　Unrestricted General Fund $15,426	4420.40

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve internal communication and provide consistent external communication.	MGT: 440 Objects: 4300, 5600 Unrestricted: Base grant $5,908	0
Maintain centralized Pleasant Valley School District Master Calendar online that is updated regularly.	MGT: 260 Objects: 5000, 5800 Unrestricted: Base grant $5,100	0
Increase community outreach and transparency using various mediums.	MGT: 260, 410 Objects: 4000, 5000 Unrestricted: Base grant $23,100	649
Continue communication specialist support to improve district communication efforts.	MGT: 260, 440 Object 5800 Unrestricted: Base grant $22,000	16320
Continue OUHSD--PVSD articulation meetings to include discussions on programming, schedules, and middle school to high school transitions.	MGT: 280 0	0
Conduct a needs survey of parents/guardians of students identified as at--risk, Homeless Youth, Foster Youth, English Learner, or Limited Income to more specifically address areas of social- emotional and academic need.	MGT: 280 Objects: 1000, 2000, 3000, 5800 Unrestricted: Supplemental grant $1,698	0
Improve access to translation services and information materials.	MGT: 270 Objects: 2000, 3000, 4000 Unrestricted: Supplemental grant $7,835	85
Offer up--to--date teacher, school, and district websites.	MGT: 260 Objects: 5000, 5800 Unrestricted: Base grant $28,000	28000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

PVSD was able to conduct a needs-survey of families but also developed a survey instrument to provide information from all stakeholder groups. The survey was conducted through Survey Monkey and cost less than what was budgeted. Additionally, all Title I-funded sites conducted a comprehensive needs survey to inform the development of their School Plans for Student Achievement. Also, PVSD administered an English Learner comprehensive needs assessment to inform actions and services. Translations services were provided by existing staff. During the school closures that occurred from March 13th through the end of the school year, staff members who were unable to work in their traditional roles, provided increased communication and outreach, specifically to unduplicated pupils, to connect them with resources needed to support them through distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and level of implementation on this goal was exceptional. Due to the COVID-19 contingency, communication efforts were even more robust than in a typical year. PVSD leveraged the existing communication structures from our various advisory groups (Parent/District Advisory, Teacher Advisory, Student Advisory, DELAC, and PTA Roundtable) as consultation opportunities to help inform many of the decisions made in response to COVID-19. Using a cascading communication model, district leadership communicated information first to cabinet, followed by all district leadership, advisory groups, teacher, and then parents/families.

The district surveyed families and staff multiple times in order to gain an up-to-date and clear understanding of ideas, needs, and concerns. These surveys helped inform the development of the re-opening plan, COVID-19 plan, Learning Continuity and Attendance Plan, and the development of the 21-24 Local Control Accountability Plan. Through a distributed leadership structure, a 130 member taskforce was convened to develop the PVSD re-opening plan. The task force was divided into several subcommittees. Recommendations from the committees culminated in a comprehensive and responsive plan.

Throughout the 2019-2020 school year, PVSD leadership worked in coordination with Pleasant Valley Educational Association leadership to discuss and plan how to proceed in various areas including: grading during the pandemic and the development of a memorandum of understanding delineating actions for grading and on a memorandum of understanding for distance learning.

Parent information events and meetings not only continued throughout the 2019-2020 school year, but through the use of Zoom provided the opportunity for all to attend. This is a strategy that will continue to be maximized as part of our community engagement efforts in the future.

Due to the need for regular, ongoing communication, PVSD developed a weekly update structure in tandem with increased site-level parent/family communication. A webpage specifically dedicated to providing up-to-date information on COVID-19 processes was developed in addition to a family resource website to provide resources on a plethora of topics ranging from social-emotional resources and supports, to academic platform tutorials.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Child supervision to provide families without alternatives with a supervised, safe, internet connected space to engage in distance and independent learning	1,100,000	403073.50	Yes
Procure personal protective equipment and implement enhanced cleaning protocol in order to safely resume in-person activities	450,000	182102.18	No
HVAC equipment upgrades to mitigate virus spread through ventilation system	200,000	80319.42	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the actions were successfully implemented as planned; however, the child supervision model provided by the Boys and Girls club came in under the original budget. This was because we anticipated a greater need for the service than what materialized. The procurement of the personal protective equipment was partially offset by supplies provided through the Ventura County Office of Education's allocation to districts.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

Through a 130 member task force, PVSD developed a comprehensive re-opening plan. The task force was comprised of parents, teachers, classified personnel, administrators, members of the Parent Advisory Committee, and representatives

from the Pleasant Valley Education Association (PVEA). The task force was divided into different domains: Governance, Facilities, Instruction, Wellness, Safety, Technology and School Operations. This provided a more focused approach to creating a cohesive re-opening plan. Stakeholders from the various groups were represented on the various task force committees. and developed recommendations in each domain. The process culminated in a detailed re-opening plan that provided the springboard for the successful re-opening of PVSD schools and in-person instruction.

Due to the HVAC work and the procurement of protective equipment, classrooms were safe to resume in-person instruction, Small group instruction with English Learners and special education students began at the end of September. Students returned to campus in the modified traditional model in October and remained in the model until winter break. The protocols for safety developed to address conditions under COVID-19 resulted in a very low campus infection rate with most transmission occurring outside of the school environment. The child supervision program PVSD implemented was highly successful. It provided essential workers and students struggling to engage with a supervised environment during their off-cohort days. As part of the tiered re-engagement process, this support was offered to families to recapture learners.

Challenges:

The most significant challenge in providing in-person instruction was the protocols required for physical distancing, as this necessitated a hybrid schedule in order to accommodate students. As a result, teachers found themselves providing in-person and some online instruction concurrently to ensure that students had interaction during their off cohort days. At the middle school level, in order to reduce exposure, campuses transitioned to a 3X3 instructional model. This became a challenge with master scheduling due to the need for specialized services. Another challenge in providing in-person instruction was centered on quarantining requirements and staff absences in conjunction with potential COVID-19 exposure. The sub pool was significantly depleted, and jobs were often hard to fill. After the winter break, PVSD planned for a period of possible increased community infection rate and reverted to distance learning. The rate increased, and schools did not re-open until March 15th.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing educational software licenses and platforms to support instruction	20,000	20000	No
Purchase a consistent instructional delivery platform for students in grades PreK-2	9,000	8882.50	No
Provide stipends for teacher teams to create new curriculum pacing guides based on the identification of essential standards	12,000	4850	No
Provide professional learning opportunities throughout the year for teachers to support distance learning, particularly in supporting students with economic and language barriers	40,000	23984.63	Yes
Provide professional learning on best practices for English Language Development instruction during distance learning	15,000	12807	Yes
Procure instructional materials that support standards-based instruction through distance learning	50,000	9065	No
Procure individual instructional supplies for students to have at home to engage in distance learning activities and to have available during the modified traditional program	105,000	63723.49	No
Procure teacher technology to support them in purveying distance instruction	60,000	61506.81	No
Provide stipends for teacher tech mentors to support teachers with educational technology	40,000	25272.50	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions and services were implemented as planned, although some to a greater degree than others. The professional learning opportunities for teachers to be provided throughout the year were more limited than originally anticipated. While opportunities were offered, many of the trainings would have taken place during the instructional day, which would have been challenging for teachers to attend.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes:

By far, one of the biggest successes of this year is the educational program provided to PVSD students virtually and in person. In a survey querying parents/guardians on the instruction about the overall quality of teaching and learning in the distance learning model, 84% rated the instruction average or above: average (29.49%), above average (35.45%), or excellent (18.97%). There were many contributing factors to this success.

All PVSD students were provided with a Chromebook device in order to access the distance learning program. Additionally, extensive outreach was conducted to ensure students without home internet access were provided with hotspots. During the summer, through committee work, PVSD teachers developed a new scope and sequence guide for English language arts and mathematics. The guide focused on the essential standards, including those that can be leveraged for future learning. This streamlined the pacing process in this anomalous year and also provided greater districtwide coherence. They also identified metrics for administration as part of this process in order to help inform pupil progress. Multiple educational platforms were procured to support distance learning (Seesaw, Nearpod, Eureka InSync). The Eureka InSync platform provides students with the opportunity to a recording of their math lesson from their adopted series.

As the district prepared for its launch to the 2020-21 school year, many professional learning opportunities were offered and shared with teachers. Over 90 teachers attended the Ventura County Office of Education's TK-5 workshop on engagement and planning during distance learning. Over 70 teachers attended the Gold Coast CUE's rOxnard event. Teachers attended history-social science workshops during the summer to become familiar with the digital components of their online curriculum.

In collaboration with our labor partners, the negotiated professional learning days were moved to the beginning of the year in order to provide teachers with additional opportunities to gain training on different platforms in preparing for distance learning. Teachers were able to self-select into areas of need/interest during their professional learning time. A schedule of workshops that were provided synchronously through Zoom was available to teachers. The offerings included numerous workshops in various domains such as:

academics, technology use and incorporation, trauma informed practices, as well as an array of social emotional learning opportunities. In addition, an online self-paced tutorial guide was developed for teachers to explore areas of interest and/or need and can be found at: https://bit.ly/3aWu0Hk

Each teacher received a copy of The Distance Learning Playbook, (Fisher, Frey, Hattie) which is a hands-on professional learning tool that identifies best practices in distance learning.

Other professional learning opportunities that were offered included a multi-session ELD training supporting teachers with designated and integrated ELD. PVSD continued its PVSD Learn Live series, which leverages the expertise of PVSD teachers, and offered follow-up sessions on the use of Nearpod and Seesaw. Each site had the additional support of a teacher technology mentor. This was provided through a stipend paid to teachers who felt efficacious in supporting other teachers with technology use.

For special education staff, PVSD provided a variety of training opportunities to support them so they may best serve their students this school year. Over the summer, the director of special education offered six optional virtual meetings/ trainings on SB 98/Distance Learning and Special Education to special education teachers, psychologists and related service providers. These meetings also provided information and guidance on learning models and sample schedules during distance learning and in person instruction under the modified traditional program. All special education staff attended a mandatory professional learning session on August 24, 2020 covering Individual Distance Learning Plans, Emergency Conditions Provisions, service logs and information about in-person assessments. Special education teachers also had the opportunity to attend training on Behavior Support in the Virtual Environment provided by the district Board Certified Behavior Analyst (BCBA).

Challenges:

One of the biggest challenges in the implementation of the distance learning model was student engagement. For a variety of personal reasons, students had their cameras off during sessions which proved to be challenging during instruction, particularly in checking for understanding processes. Another challenge centered on supporting students through extended distance learning. This occurred as a result of some families electing to keep their students home when we re-opened in the modified traditional program. Teachers toggled concurrently between the virtual and hybrid environment in order to support both groups of students. At the conclusion of the year, the administration of the CAASPP in the digital learning academy was challenging. Teachers had multiple students assigned from different campuses and testing sessions only provided access to one campus at a time.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase educational software to support students with their learning gaps.	40,000	35124.80	No
Provide enhanced instructional supports for English Learners.	34,000	39814.50	Yes
Provide after school tutoring support principally directed at students who are identified as Low Income, English Learner, Foster Youth, or Homeless.	40,000	35000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions were implemented, although Moby Max was not as widely utilized throughout the district.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: One of the key features of the educational program is the use of small group instruction, primarily in the elementary grades. Additionally, literacy intervention content specialists provided small group and targeted invention for students who were demonstrating high levels of need. The specialists maintained data on progress to support classroom instruction and intervention.

Newcomer English Learners were the first students to return to campus for in-person instruction. Through an afterschool targeted intervention model, they received additional sessions of designated ELD. Similarly, special education students returned to campus to receive additional supports.

All school sites were provided with funds to deliver tutoring supports through extra hours. These supports were provided virtually during distance learning and then transitioned to in-person once the hybrid instructional model resumed. Principals developed different options for providing these services.

PVSD has mechanisms for collecting student performance data to inform student needs. District benchmarks, Interim Assessment Blocks, and the FastBridge Universal screening program, all provided information to identify students for supports.

Challenges:
One of the challenges with the literacy intervention content specialist support pertained to the volume of students needing additional supports. Specialists were running multiple intervention sessions and groups to try to address the needs. The needs exceeded the number of available specialist hours. Another challenge was that specialists were also supporting ELPAC testing and covered classes when substitutes were not available, further reducing their available time.

With regard to tutoring support services, a challenge was staffing the program on all campuses. Some campuses employed hourly teachers and student teachers to meet this need.

Additionally, while the Moby Max program was purchased to support students with learning gaps, it was not used as widely as anticipated. Some parents shared they did not use the software due to students having an overabundance of screen time during distance learning and had access to many other programs this year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

PVSD successfully provided socioemotional support via counselors throughout this challenging year. Counselors facilitated support sessions both virtually and once conditions were deemed as safe to return, in person. Through the development of extensive websites with resources to support families, counselors also supported the community. The district's social emotional learning curriculum, Second Step, was also a strong mechanism for supporting students. Counselors provided the lessons through Zoom, in person, and also collaborated to record lessons and share them out virtually. In a survey of certificated staff, 86% stated their students had access to social emotional learning. Similarly, 89% of students agreed or strongly agreed that their school has a counselor who they can ask for help if needed.

In order to support teacher self-care, a team of counselors facilitated a session offering titled "Compassion Fatigue and Self-Care" during the August professional learning days. To support students experiencing the effects of trauma related to the pandemic, a team of counselors also presented a session titled, "The Trauma Informed (Virtual) Classroom". Human Resources worked with the Employee Assistance Program to provide voluntary support sessions for staff on the important topic of self-care. These sessions were held at multiple school sites and the district office. Additionally, during staff meetings, many counselors availed themselves for support.

In order to provide parents and families with additional tools and supports, counseling interns provided an information night on strategies for fostering resiliency.

Challenges:

One of the biggest challenges in supporting social-emotional needs was during distance learning. With cameras turned off and without the face-to-face interaction of the classroom setting, needs were much more difficult to identify. Additionally, there were increases in the number of Relay alerts, which is a software system that flags any concerning student internet searches conducted through PVSD devices. Typically, the follow-up is conducted in person, but during distance learning the follow up was often telephonic or virtual.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

Outreach with all stakeholders was extensive. The re-opening task force was composed of parents, teachers, classified personnel, administrators, members of the Parent Advisory Committee, and representatives from the Pleasant Valley Education Association (PVEA). The process invited all interested parties to participate, and all schools were represented. The taskforce was organized into several subcommittees that planned in the areas of Governance, Facilities, Instruction, Wellness, Safety, Technology and School Operations.

Stakeholder input was also requested through surveys. In the 2019-2020 school year, three surveys were available for staff and families to provide input. Additionally, through existing committee structures (Parent Advisory, Teacher Advisory, PTA Roundtable, DELAC, LCAP committee) opportunities for input in planning next steps were recurrent. The district continued providing a weekly community update throughout the 2019-2020 school year in order to ensure that families, staff, and community were continuously informed.

Teachers documented daily engagement opportunities for students, which served as the data needed to determine who needed specific re-engagement support. PVSD established a tiered re-engagement plan to support students who were experiencing difficulties engaging with the educational program. Staff members were trained as engagement mentors, utilizing a specific outreach protocol. Through a three-tier system, supports were offered based on the level of need. Some of the supports offered through the process included connecting students with student supervision, counseling support, homework supports, and community resources such as Food Share. In addition, many campus leaders conducted home visits to check on student wellbeing and offer supports. All engagement efforts were documented in order to support students and provide consistent follow-up.

The district offered flexible options for families to engage educationally. A yearlong digital learning academy was provided, and over 800 PVSD students were part of this program. Additionally, when schools re-opened in the modified traditional model, families were provided the opportunity to continue to participate in distance learning opportunities.

Challenges:

A challenge with pupil engagement and outreach was that some families moved out of the area, and did not inform the school/district. Another area of challenge was that some of the hotspots issued to students to provide internet access did not work in the areas where the lived. Fortunately, school administrators connected them with the on-campus supervision program through which they could access high speed, reliable internet.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

The Pleasant Valley School District Food Services program operations were adapted to support the multiple learning formats this year. During the phase of full distance learning, at the start of the school year, the food service program provided "grab and go" style meal pickup at multiple locations. To maximize accessibility to families with scheduling or transportation challenges, multiple meals were distributed during one meal distribution. Meal pick up locations were strategically selected to serve all geographic areas of the city, with closest proximity to school sites with high levels of free and reduced lunch eligibility. Meal distribution procedures were developed to ensure safety through physical distancing.

Since the income verification requirement for free/reduced lunch was waived, there was an increase in the number of students participating in the lunch program.

Food Services were also provided to students attending the district's child supervision program. When the district transitioned to hybrid learning, meal service pivoted to ensure students had access to meals through a pick-up process on their off campus cohort days, as well as having access to nutrition during their on campus cohort days.

Food Services staff provided information on nutritional resources in the community such as Food Share and the EBT program. Additionally, food service staff coordinated a Food Drive to help families during the holiday season.

Challenges:

The grab and go style of meal distribution did impact the variety of meal offerings students had access to this year. In a traditional year, students can select from multiple food options, and choices were more limited due to the need to provide food that could be bagged and distributed. Another challenge PVSD experienced was staffing the food service program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Provide 1:1 Chromebook devices for students to engage in the distance learning model.	485,000	441376.01	No
Distance Learning Program (Access to Devices and Connectivity)	Provide hotspots for students with economic barriers to connect to distance learning program.	12,000	11759.80	Yes
Mental Health and Social and Emotional Well-Being	Provide services that are focused on deliberate and extensive outreach of students who are identified as Low Income, English Learner, Foster Youth, Homeless, or disengaged from the instructional program.	430,000	808819.57	Yes
Mental Health and Social and Emotional Well-Being	Purchase social-emotional curriculum for students in grades 3-5 to provide more specific support	52,000	24651.42	No
Mental Health and Social and Emotional Well-Being	Provide site level funding for student connectedness activities with principally directed at supporting students who are identified as Low Income, English Learner, Foster Youth, Homeless, or who are demonstrating signs of disengagement.	10,000	35000	Yes
Pupil Engagement and Outreach	Repurposed positions not able to perform duties due to closures or safety restrictions into Engagement Mentors who will provide outreach to families of students who are identified as Low	110,000	278903.85	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Income, English Learner, Foster Youth, Homeless, or who are demonstrating signs of disengagement.			
Distance Learning Program (Staff Roles and Responsibilities)	Repurposed campus supervisor positions to support distance learning for students who are on campus during distance learning.	115,000	283904.84	No
Distance Learning Program (Staff Roles and Responsibilities)	Due to implementation of a 1:1 take home technology model, technology staff responsibilities have shifted to providing remote technology support for students.	190,000	90191.09	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The actions were implemented, although many of estimated actual expenditures exceeded the original budget. For instance, counseling services provided to support students during the pandemic were more costly to implement. Additionally, there were various positions whose functions were repurposed as a result of the pandemic. Some examples of these roles were bus drivers, Makerspace instructional assistants, senior office assistants, and many others. During times of full distance learning, their roles were pivoted to provide outreach and other services. For example, the Makerspace instructional assistants worked with the technology services department to support the districtwide deployment of Chromebooks and technology. Senior Office Assistants and School Administrative Assistants served as engagement mentors providing outreach to families during distance learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

PVSD utilizes the continuous improvement process in the development the LCAP and other plans. There are several lessons extrapolated from the 2020-2021 school year that will not only inform the 2021-24 LCAP but also the Expanded Learning Opportunity Grant (ELOG).   The examination of student data reflects the need for supports, particularly in elementary reading. The literacy intervention specialists will be continued as a support for students through the LCAP (Goal 1, action 11) in addition to being funded by the ELOG. PVSD will need to continue its tutoring and homework support programs to ameliorate the interrupted learning experiences from this year. This action has also been included in the LCAP (Goal 1, action 12).

Teachers' sense of self-efficacy with using technology has grown exponentially throughout this year. The use of NearPod and InSync were successful in supporting students, and these services will be continued through the LCAP (goal 1, action 2).

Through committee work prior to the school year, teachers identified essential standards and modified curriculum guides for English Language arts and mathematics. This was an effective strategy that built greater systemic coherence in the use of instructional materials. This action will continue in the new LCAP (Goal 1, action 5).

Perhaps more than ever, teachers have leaned on one another to plan and evaluate instruction during this challenging year. Moving forward, PVSD will continue to support collaboration through Professional Learning Communities (Goal 1 action 10). Tangentially related, principals will need to provide more coaching and instructional support for teachers as they work towards mitigating interrupted learning. Roving administrative support will provide principals with release time to conduct regular coaching walkthroughs (Goal 1, action 9).

A recurring theme centered around the need for student social emotional support and continued SEL learning. Counseling services will continue to be offered through the LCAP (goal 2, action 2) in addition to increased opportunities through the ELOG. Teachers have expressed the importance of building classroom community as a result of the pandemic. Training in restorative practices such as community circles will support students in re-engaging with classroom environments (LCAP goal 4, action 3).

One of the most resounding pieces of feedback expressed through the various stakeholder groups is the need for increased opportunities for students to reconnect meaningfully to the school environment through clubs, sports, and other activities. School site allocations to provide these connectedness activities will be increased through the LCAP with a particular focus on providing these opportunities for students with unique needs who have been most impacted by the pandemic.

The communication processes PVSD implemented this year were effective as noted by the majority of stakeholders. In response to a survey question regarding communication, 80% agreed or strongly agreed that communication from the district is transparent and ongoing. PVSD will continue these supports; however, some needs surfaced throughout this year. Families expressed the need for a centrally coordinated parent/guardian engagement coordinator that can provide resources and supports to families and support site efforts with parent/guardian communication and outreach. A coordinator will be partially funded through the LCAP to meet this need (Goal 3, action 5). Additionally, there was not enough Spanish translation access. This service will be expanded and included in the 2021-2024 LCAP (Goal 3 action 5).

As a result of this challenging year, teachers have expressed the need for support with accelerated learning. The professional learning committee has also identified this as an area of need for next year. Goal 4, action 5 will provide this training for teachers.

Students with disabilities and students with unique needs may need additional behavioral support as they reacclimate to a full five-day per week in person learning environment. Level two instructional assistants will be provided the opportunity to be trained as registered behavior technicians to support this need (Goal 4, action 7).

The LCAP was developed to respond to the student needs observed from the 2020-2021 school year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

PVSD has strong processes in place to examine student performance data to inform next instructional steps. The key lever to this is the use of Professional Learning Communities (PLCs) that focus on the four essential questions:

What do we want students to learn?
How do we know when they have learned it?
How do we respond when they have not learned it?
How do we proceed when they have learned it?

Question three dovetails with addressing interrupted learning. PLCs (Goal 1, action 10) will focus on developing supports and connecting students with appropriate interventions {small group instruction (Goal 1, 7) , literacy intervention support (Goal 1, action 11), tutoring/homework support (Goal 1, action 12), counseling support (Goal 2, action 2) based on the examination of the data. School site teams have regular data days (Goal 1, action 4) that will be supported through the LCAP to engage in deep discussion about how to proceed in supporting individual students. Data from report cards as well as benchmark and common assessments is part of this analysis. Additionally, PVSD utilizes a nationally-normed universal screening tool (Goal 1, action 3), FastBridge, that provides longitudinal data on students with three screenings per year. These data will be used to further inform areas of need. PVSD will also provide robust summer learning and intersession opportunities to mitigate interrupted learning (Goal 1, action 14), and more importantly build student confidence in learning.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All actions and services were provided; however, some actions were more costly to implement than originally anticipated. Therefore, some actual expenditure exceeded the budgeted expenditures. The most prominent example of this were the repurposed positions. This expense far exceeded the original budgeted expenditures, as there was a need for increased hours for several job classifications such as custodial services, campus supervisors, and food services workers to support the return to hybrid instruction. With regard to budgeted amounts exceeded expenditures, there were few actions that reflected this. The social-emotional learning curriculum was less than anticipated, as there were more available site licenses throughout the district than had been originally calculated. Additionally, due to a decline in enrollment as a result of the pandemic, there were fewer Chromebook devices needed than originally planned.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Through the analysis of both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan student outcome data revealed areas of need that have informed the development of the 2021-2024 LCAP.

The reclassification rate for English Learner in the 2019-2020 school year was 11%, and this number declined to 7% in the 2020-2021 school year. This signifies a need to examine ELD supports. Goal 1, action 13 provides an English Learner Content Specialist to support this work.

The examination of student attendance data in both the 2019-2020 and 2020-2021 school year demonstrates the need to provide targeted supports to increase student attendance. PVSD will provide connectedness funding for school sites to provide activities that engage students with the school environment (Goal 2, action 3). Additionally, to remove transportation barriers for unduplicated students and students with unique needs, additional transportation services will be provided through the LCAP (Goal 2, action 8).

The most recent administration of the California Healthy Kids Survey (CHKS-2019) revealed that 32% of staff indicated needing professional development on closing the achievement gap. Additionally, in a 2020 spring survey 70% of staff agreed that PVSD was working to close achievement gaps. This demonstrated the need to more intentionally address performance gaps, therefore, goal one of the 2021-2024 LCAP was reworked to include specific language about demonstrating this focus: Increase outcomes for all students and address achievement gaps through engaging and challenging standards-aligned instruction and supports.

School sites analyzed report card data from the 2020-2021 school year in order to identify students for summer support programs. Over 600 students were identified for this support based on a commonly established set of criteria. The need for extended summer learning will be continued through the LCAP (Goal 1, action 8).

Perhaps one of the richest sources of data to inform next steps for student supports, comes directly from our students. Frey, Fisher, & Hattie (2018), note that "if we want students to take charge of their learning, we can't keep relegating them to a passive role in the assessment process". In a recent survey of students in grades 5 and 7, students were asked to indicate the areas that they believed they needed additional support. About 34% of 5th grade students noted they need the most help in mathematics followed by 31% who expressed the need for support in language arts. Approximately 10% of PVSD 5th graders expressed they need support "managing their feelings sometimes". On a similar survey, 37% of 7th grade students expressed they needed the most help in math. Seventeen percent noted they need support in language arts, and 15 % shared that managing their feelings is an area where they need help. Ensuring that students have a way to self-identify and report needs will further support staff in appropriately connecting students with resources.

By providing homework/tutoring, PVSD will support students who express needing additional support in mathematics and/or language arts. For students expressing they need support in managing their feelings, counseling supports are included in the LCAP (Goal 2, action 2).

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	6,385,370.00	5,429,638.40
	0.00	5,323,894.84
MTSS grant	11,053.00	0.00
TUPE	24,070.00	0.00
Unrestricted General Fund	15,426.00	0.00
Unrestricted: Base grant	2,881,130.00	0.00
Unrestricted: Supplemental grant	3,453,691.00	105,743.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,385,370.00	5,429,638.40
	6,385,370.00	5,429,638.40

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	6,385,370.00	5,429,638.40
		0.00	5,323,894.84
	MTSS grant	11,053.00	0.00
	TUPE	24,070.00	0.00
	Unrestricted General Fund	15,426.00	0.00
	Unrestricted: Base grant	2,881,130.00	0.00
	Unrestricted: Supplemental grant	3,453,691.00	105,743.56

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,104,136.00	3,559,148.93
Goal 2	1,814,572.00	1,530,183.67
Goal 3	357,595.00	290,831.40
Goal 4	109,067.00	49,474.40

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,750,000.00	$665,495.10
Distance Learning Program	$351,000.00	$230,091.93
Pupil Learning Loss	$114,000.00	$109,939.30
Additional Actions and Plan Requirements	$1,404,000.00	$1,974,606.58
All Expenditures in Learning Continuity and Attendance Plan	$3,619,000.00	$2,980,132.91

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$650,000.00	$262,421.60
Distance Learning Program	$296,000.00	$193,300.30
Pupil Learning Loss	$40,000.00	$35,124.80
Additional Actions and Plan Requirements	$842,000.00	$840,123.36
All Expenditures in Learning Continuity and Attendance Plan	$1,828,000.00	$1,330,970.06

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,100,000.00	$403,073.50
Distance Learning Program	$55,000.00	$36,791.63
Pupil Learning Loss	$74,000.00	$74,814.50
Additional Actions and Plan Requirements	$562,000.00	$1,134,483.22
All Expenditures in Learning Continuity and Attendance Plan	$1,791,000.00	$1,649,162.85

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pleasant Valley School District	Dr. Veronica Ortega Assistant Superintendent, Educational Services	vortega@pleasantvalleysd.org (805) 389-2100

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Pleasant Valley School District is committed to providing a quality, research-based educational program for all students through our vision of "Excellence for all".

Nestled halfway between Santa Barbara and Los Angeles, the Pleasant Valley School District (PVSD) is located in Camarillo, CA, a city in Ventura County. With a history of excellence in education, PVSD has served the children of Camarillo for over 150 years. Many of the more than 700 certificated and classified staff who serve in PVSD are alumni of the district. PVSD currently educates over 6000 students in grades pre K-8. This demonstrates a significant decline from previous enrollment figures, as many families have moved out of the area as a result of the COVID-19 pandemic.

PVSD has a wide variety of school options, which allows for families to find the best fit for their children. The district is comprised of eleven schools with varied configurations. Two comprehensive middle schools, Las Colinas Middle School and Monte Vista Middle School serve students in grades 6-8. Three K-8 schools, Los Primeros School of Sciences and Arts (TK-8), Pleasant Valley School of Engineering and Arts (PreK-8), and Santa Rosa Technology Magnet school (TK-8), provide focus programs. PVSD has six TK-5 elementary schools which include: Camarillo Heights STEM Academy, Dos Caminos School, La Mariposa School, Las Posas School, Rancho Rosal School, and Tierra Linda School. Through the California State Preschool Program, PVSD offers preschool at three schools in the district. As a high achieving district, the majority of schools have received the California Distinguished School recognition. In addition, the district also authorizes two charter

schools that create their own Local Control Accountability Plans. PVSD's academic outcomes are strong with students, including subgroups, outperforming their peers across the county and state as measured by previous CAASPP metrics and the California Dashboard.

The PVSD student population is diverse, with 44% of students identifying as White, followed by 35% identifying as Hispanic, 6% of students identifying as two or more races, 4% identifying as Filipino, 3% identifying as Black or African--American, and 6% identifying as Asian. Approximately 8% of students are identified English Learners, representing over 30 different language groups with Spanish, Tagalog/Filipino, Mandarin, Vietnamese, and Japanese accounting for the top five languages represented. Nearly 30% of PVSD students are classified as low income. For the 20-21 school year, PVSD's Unduplicated Pupil count was 30%. With a close proximity to two naval installations, PVSD serves many students from military families and partners closely with military family liaisons to support students.

Through a collaborative leadership model, PVSD has developed impactful community partnerships. Strong parent and family involvement is an essential element of PVSD's success.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Prior to the COVID-19 pandemic, PVSD's student outcomes, as reported by the California Dashboard, were on an upward trajectory. The district exceeded the county and state percentages for students at or above standard in both English Language Arts and mathematics. For the first time since the Dashboard's inception, the PVSD "All student" academic indicators in both ELA and mathematics were in green. At a more granular level no student groups were in orange or red in English language arts. English Learners had previously been in orange in English language arts. Hispanic students were previously in yellow in English language arts and moved into the green band. White students gained 10.2 points, and students of two or more races both moved into the blue band from green in English language arts. Our students with disabilities increased 16.4 points.

PVSD also posted significant gains in mathematics. English learners moved from orange to yellow. Multiple students groups saw a minimum of a 10 point increase on the Dashboard. The Asian student group increased 12.1 points. English learners increased 13 points. Students identified as socioeconomically disadvantaged increased 11.2 points, and students with disabilities increased 12.2 points.

PVSD local indicators were all met as reported on the California Dashboard.

The data from before the pandemic-related closure demonstrated that PVSD was on course to continue its gains. On the winter 2019 administration of the aMath FastBridge, a nationally-normed metric, 71% of students in 2nd through 8th grade were in the low risk and above categories. On the aReading FastBridge metric, 77% of students were in the low risk and above categories.

On the suspension indicator of the Dashboard, students with disabilities improved from orange to yellow. The Filipino student group moved from yellow to blue. English Learners and Hispanic/Latino students moved from yellow to green.

The examination of California Healthy Kids Survey data from the 2019-2020 administration showed an increase in the amount of students reporting they are happy at school For 5th grade, this percent increased to 80% from 75% (non-cohort analysis). The percent of 5th graders reporting they felt close to people at school all or most of the time increased from 50% to 57%. The percent of 5th graders who felt they are part of the school all or most of the time increased from 74% to 80%.

On the 7th grade CHKS survey, students in 7th grade showed an increase in feeling close to people at school all or most of the time. This group of students was in 5th grade (2017-2018) during the previous CHKS administration and at that time, 50% reported feeling close to people at school all or most of the time. In analyzing their responses through a semi-cohort analysis as 7th graders (2019-2020 administration), 66% reported feeling close to people at school all or most of the time. 90% of students in 7th grade stated on the survey that they felt safe in classrooms.

In a locally administered survey in the spring of 2021, 90% of 5th grade students stated they strongly agreed or agreed that they feel safe at school. Similarly, 95% of students in 7th grade strongly agreed or agreed that they feel safe at school.

These gains provide evidence of the effectiveness of supports for students implemented throughout the Pleasant Valley School District.

One of our biggest areas of success was in response to the COVID-19 pandemic. Never before had education been redefined in such a way. PVSD was able to not only pivot to distance learning by providing a 1:1 device program for all students and connectivity for those in need, but more significantly, the instructional program developed was well-articulated and provided rigorous synchronous instruction. As the district prepared for its launch to the 2020-21 school year, many professional learning opportunities were offered and shared with teachers during the summer. Over 90 teachers attended the Ventura County Office of Education's TK-5 workshop on engagement and planning during distance learning. Over 70 teachers attended the Gold Coast CUE's rOxnard event. Teachers attended history-social science workshops during the summer to become familiar with the digital components of their online curriculum. Working with our labor partners, we developed a comprehensive memorandum of understanding for distance learning and the modified traditional model, which clarified operations before the start of the 2021 school year. Part of these discussions included moving the three negotiated professional learning days to the beginning of the school year so that teachers could have access to professional learning that would prepare them for using technology effectively in distance learning. Teachers were able to self-select into a variety of professional learning sessions based on needs during these professional

learning days. To develop a common frame of understanding in what the district's learning model should incorporate, instructional guidelines were developed to ensure system coherence with the hybrid and distance learning programs. In addition, each teacher received a copy of The Distance Learning Playbook, (Fisher, Frey, Hattie) which is a hands-on professional learning tool that identifies best practices in distance learning. PVSD's careful programmatic planning met with high approval from parents. In the March survey, 94% of parents/guardians rated the overall quality of in-person teaching and learning in PVSD as average or above. When asked about the quality of distance learning 84% rated the quality as average or above.

PVSD teachers made use of small group instruction online to provide targeted intervention, and beginning in September, small group in-person support was provided to English Learners. Thanks to the work of the 130-person task force that outlined a clear plan for re-opening, in October, PVSD was one of the first districts in Ventura County to return to in-person instruction using an A/B hybrid model.

PVSD was responsive to child supervision needs throughout the pandemic. In order to support families with punctuated childcare needs, PVSD contracted with the Boys and Girls Club of Camarillo to provide a supervision program on all 11 PVSD campuses. This provided parents who were essential workers with a childcare alternative free of cost. The child supervision program also served as a support for students who disengaged during distance learning, as students experiencing these challenges were referred into the program.

PVSD developed a three-tiered re-engagement plan to ensure that all students were engaged in the instructional program. Specific outreach, including home visits, was conducted to re-connect students with the educational program and to ensure that families were connected with support services.

The careful planning and safe implementation of our re-opening model is by far one of the clearest examples of success during this historic year. PVSD staff has worked consistently to provide an outstanding educational program for students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The most recent data available on the dashboard did not demonstrate any student groups in red for the ELA and mathematics academic indicators. African American students were in orange on the mathematics dashboard indicator gaining 1.1 points over the year. While their status was considered in the "maintain" range, they did not post the same gains as the "all student" group, which was in green for mathematics.

The Chronic Absenteeism indicator did not demonstrate any groups two or more levels below the "all student" group (in yellow). There are several groups that were in the orange range for this indicator including: African American students, students with disabilities, foster youth, unhoused youth , and students of two or more races.

On the 2019 Dashboard, suspensions were an area of needed focus. The "all students" indicator was in yellow and foster youth was in red, demonstrating a two level difference. Additionally, African American students, unhoused students, and students with disabilities were in orange on this indicator. This demonstrates a need for training in restorative practices as an alternative to suspension.

Data from the administration of the California Healthy Kids Survey (CHKS) survey in the 2019-2020 school year also demonstrated some areas of need. On the survey, 64% of 7th grade students felt they were safe at school. This was a decline from the previous administration of the survey, although it was administered to a different group of students (non-cohort administration). The survey was administered shortly after the tragic shooting at Saugus High School, a community less than an hour from Pleasant Valley. When the survey was distilled further, the percent of students feeling safe in specific areas (hallways, restrooms, etc.) was significantly higher. Another area of need the CHKS demonstrated was that 57% of 5th grade students felt close to people at school all or most of the time. This indicates the need for students to have rich connectedness opportunities at school.

The pandemic has impacted student performance as measured by our district universal screening tool, FastBridge. FastBridge data from grades 2-5 for the fall to winter screening indicates that in reading students scoring at the low risk and above levels decreased from 75% to 68% and 76% to 72% in math. Data from the 2020-21 FastBridge administration from fall to winter (most current data) cannot be compared in grades 6-8 due to the three by three model in place at the middle school. Training in accelerated instruction will be necessary to support educators in addressing these needs.

The number of students referred for summer support was over 600 in grades 1-7. This demonstrates a considerable amount of academic concern, as the criteria for identification included scoring three or more 1's on the trimester 2 report card (1st-5th grade) and in middle school earning a D or F in math or English language arts.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Pleasant Valley School District has developed a theory of action to illuminate the specific goals that will bring us closer to accomplishing our vision of excellence for all. We examined multiple data points and conducted extensive stakeholder input as part of a root cause analysis investigating academic outcomes, social emotional needs, and communication structures. This resulted in five goals that have interconnected actions that serve as levers for continuous improvement. Fullan & Quinn, 2016, discuss the importance of, "establishing a focused direction

that engages everyone with shared moral purpose, a small number of goals, a clear strategy for achieving them and change leadership that mobilizes action." The goals and actions planned in the LCAP are more targeted and specific with the objective of providing greater systematic coherence.

We are committed to providing students with an engaging and standards-aligned instructional program that address achievement gaps and results in increased outcomes for all students (Goal one). By continuing to leverage our systems for regular analysis and discussion of student outcome data, instruction can be more targeted. As a district, we will continue using Professional Learning Communities (PLCs) as our mechanism for continuous improvement focusing on the four essential questions (noted below) and related actions in the LCAP.

1. What do we want our students to know? Teams will continue developing pacing guides based on prioritized standards to determine what students will need to know.

2. How will we know when they have learned it? Teams will plan standards aligned instruction using strategies such as hands-on learning and small group instruction. Teacher teams will develop common assessments to determine what constitutes mastery. In mathematics, the math content specialist will support this process.

3. How will we respond if they have not learned it? Data analysis meetings will provide school teams with the opportunity to engage in discussion about how to intervene with students who need additional support, such as literacy intervention content specialists or tutoring support services.

4. How will we respond when they have learned it? When students demonstrate mastery over content, teams will collaborate both vertically and horizontally to plan future learning.

Goal two highlights the importance of providing students with a safe, supportive, and inclusive environment. To support this goal, counselors will be assigned to campuses to support social emotional needs and development. Another highlight of this goal is the allotment of funds for campuses to develop extracurricular connectedness opportunities. Data from our 19/20 CHKS survey supports the need to more intentionally provide these opportunities for students. Similarly, providing hands-on activities through the Makerspace for students to engage with content will provide another mechanism for engagement. A new action to support connectedness is the development of peer and buddy programs for students who need additional support. Additional busing opportunities to support consistent and punctual attendance of socioeconomically disadvantaged students is another strategy to support this goal. A new action to provide students with a sense of belonging on the campus, is an ongoing examination of policies to ensure that practices demonstrate equity. Additionally, a board certified behavior analyst (BCBA) will provide training to level II Instructional Assistants to allow them to be certified as registered behavior technicians, which will increase support for students with disabilities.

The analysis of the communication structures support the need for continuing and expanding communication processes and continuing with successful mechanisms employed this year. Goal three promulgates the importance of fostering a collaborative culture through transparent communication, collective responsibility, and accountability among stakeholders. With the extensive outreach conducted this year as a result of COVID-19, the need for a dedicated position to coordinate parent/family engagement resonated. Additionally, bilingual translation needs have increased, so in order to be responsive to families, additional translation services must be increased. The engagement of the multiple

advisories and committee structures has been a successful conduit for two-way communication. To expand this engagement, a classified personnel superintendent advisory will be added to the advisory structure.

PVSD will ensure excellence in teaching and learning through a system of coherent and clearly articulated professional learning structures that are responsive to student needs. Previously, professional learning was embedded as a series of actions in the student achievement goal. Given the analysis of data of staff surveys regarding specific professional needs, goal four as a discrete professional learning goal is a feature of this new plan. Since professional learning needs have changed due to evolving student needs resulting from the pandemic, a professional learning committee was developed to co-construct a professional learning model based on survey data and input gathered by the committee members representing schools across the district. The committee will plan, help implement, and evaluate professional learning structures including after school, during the day, and virtual workshops on a series of topics, which teachers can self-select to attend. Topics include Universal Design for Learning, Cognitive Guided Instruction in mathematics, and targeted literacy supports. For the large scale professional learning topics, an emphasis on restorative practices and accelerated learning will be areas of focus. All topics will be embedded through the professional learning community structures to increase collective capacity.

Perhaps one of the most effective structures that was implemented in the previous LCAP was goal five, maintaining a fiscally sound budget that equitably aligns and maximizes available resources. The development of formulas to equitably distribute supplemental funded resources based on needs of unduplicated students has been an area of success. This goal is a maintenance goal which will ensure fiscal responsibility and adherence to supporting unduplicated and students with unique needs through the responsible use and evaluation of supplemental funds.

In developing the LCAP annually, the district measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators https://www.caschooldashboard.org/about/faq, To view our district local indicators, please visit https://www.caschooldashboard.org/reports/56725530000000/2020.

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.

There are no schools in the Pleasant Valley School District that have been identified for comprehensive support and improvement.

Support for Identified Schools

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

There are no schools in the Pleasant Valley School District that have been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

There are no schools in the Pleasant Valley School District that have been identified for comprehensive support and improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement has been pivotal in planning supports throughout this very unique year, and in the development of this new LCAP. In planning for the 2020-21 school year, PVSD engaged stakeholders through multiple mechanisms, including surveys and focus group meetings to assess needs. Additionally, using a task force model, a committee of 130 volunteers participated in developing the district's reopening plan. The task force was comprised of parents, teachers, classified personnel, administrators, members of the Parent Advisory Committee, and representatives from the Pleasant Valley Education Association (PVEA). The process invited all interested parties to participate, and all schools were represented. The task force was divided into different domains: Governance, Facilities, Instruction, Wellness, Safety, Technology and School Operations. This provided a more detailed approach to creating a cohesive re-opening plan. Stakeholders from the various groups were represented on the various task force committees.

In working through the various challenges this year, meetings were held regularly with the parent advisory committee, teacher advisory, PVEA, and Superintendent's Roundtable. Families were surveyed regarding their level of comfort with returning to in-person instruction.

Moving forward into the planning of the 2021-24 LCAP, we used a distributed leadership model (Spillane, 2005), and input for the LCAP was expanded beyond the traditional centralized meeting processes. Principals were provided with a structured protocol and hosted individual site-level LCAP input sessions. During these sessions, principals provided an overview of the Local Control Funding Formula in addition to seeking input on priorities. They also mirrored this process with staff by conducting specific input meetings. This provided a multi-dimensional, district wide perspective.

Site meetings were held on the following dates:

Camarillo Heights: staff input meeting was held 1/8/21, and parent/community input meeting was held on 1/13/21.

Dos Caminos: staff input meeting was held 1/19/21, ELAC input meeting was held 1/13/21, and PTA input meeting was held 1/12/21.

La Mariposa: staff input meeting was held 1/19/21, PTA input meeting was held on 1/19/21, and ELAC input meeting was held on 1/21/21.

Las Colinas: Staff input meeting was held on 1/8/21, and parent/community input meeting was held on 1/15/21.

Las Posas: Staff input meeting was held on 1/5/21, and parent/community input meeting was held on 1/20/21.

Los Primeros: Staff input meeting was held on 1/19/21, parent/community input meeting was held on 1/14/21, and SSC input meeting was held on 1/25/21.

Monte Vista: Staff meeting input was held on 1/5/21; parent/community input meeting was held on 1/15/21, ELAC input meeting was held on 1/13/21.

Pleasant Valley School of Engineering and Arts: Staff input meeting was held on 1/5/21, and parent/community input meeting was held on 1/22/21.

Rancho Rosal: Staff input meeting was held on 1/19/21, ELAC input meeting was held on 1/21/21, and staff/community input meeting was held on 1/22/21.

Tierra Linda: Staff input meeting was held on 1/19/21, SSC input meeting was held on 1/11/21, and PTA input meeting was held on 1/14/21.

Santa Rosa: Staff input meeting was held on 1/19/21, parent/community meeting was held on 1/20/21, and SSC input meeting was held on 1/25/21.

The data from these meetings were coded into categories to inform goals and actions.

Concurrently, LCAP information and input opportunities were held during the following meetings:

Superintendent's Roundtable (2/5/21, 3/5/21, 4/16/21, and 5/17/21)

Parent Advisory (11/12/20, 12/17/20, 1/14/21, 2/25/21, 3/25/21)

Teacher Advisory (11/12/20, 12/17/20, 1/14/21, 2/25/21, and 3/25/21)

Student Advisory (1/7/21)

District English Language Advisory Committee (12/7/20, 3/9/21, 5/11/21)

District leadership (9/2/20, 12/2/20, 1/10/21, 2/3/21, 3/22/21, 4/14/21, and 5/5/21)

District and school site administrative assistants (3/11/21)

Superintendent's cabinet (ongoing topic)

Central district LCAP committee which included representatives from community partners, Pleasant Valley Education Association, and districtwide representation from school sites (1/13/21, 2/10,21, 3/24/21, and 5/19/21).

A consultation meeting was held with Ventura County SELPA on 1/25/21, through which actions and services to better support students with disabilities were developed.

A teacher survey administered in the winter queried teachers on the areas of needed professional development, and formulated the basis for goal four "Foster a professional culture of learning that is responsive to student needs". Previously, professional learning was embedded into the 2017-2020 LCAP's achievement goal, but feedback revealed the need to develop a discrete goal with this emphasis. Meetings were held with the professional learning committee on 4/29/21 and 5/13/21 to inform professional learning opportunities related to goal four.

This was a unique year for PVSD in that the superintendency was vacated in February of 2021. A superintendent search process was launched in early March. As part of this process, a stakeholder survey was conducted. This survey sought input on multiple state priorities and was used to inform the development of the LCAP. The survey had over 1000 responses including community members, families, and classified and certificated personnel. Responses from these surveys shaped the refinement of goals, including adding language about addressing the performance gaps in goal one. Feedback from the annual English Learner Program Needs Assessment which was analyzed by the District English Language Advisory Committee (DELAC) was also incorporated into the plan's actions and services.

Additionally, a specific LCAP survey was administered to staff, families, and students. The surveys provided over 1600 responses that further informed the development of the plan.

A summary of the feedback provided by specific stakeholder groups.

There were multiple areas of priority that were consistent among all stakeholder groups expressed through the multiple meetings of the committees and teams in addition to surveys. Most expressed the importance of re-incorporating students back into traditional learning in 21-22, with many emphasizing concern regarding interrupted learning and potential learning needs. Parents and guardians expressed the need for summer programs for students. A consistent theme was the need for student academic supports such as reading intervention and tutoring supports to be available to students. Additionally, 87% of certificated staff agreed or strongly agreed that students will need increased reading support, and 83% agreed or strongly agreed that students would need increased math support. Approximately 93% of parents/families agreed or strongly agreed that students will need access to reading support teachers. Results from the classified personnel survey demonstrated that 76% agreed or strongly agreed with the need for additional reading support and 88% agreed or strongly agreed with the need for additional math support.

Many parents/guardians complimented the extensive work of teachers in providing rigorous learning experiences in the digital and hybrid models. With that said, all stakeholder groups shared the importance of engaging instruction through hands-on learning and projects, particularly returning from a year that has been very tech-dependent. Students expressed a strong preference for learning through hands-on activities. Ensuring that students have access to culturally relevant materials and lessons is an area that was also consistently shared as a priority. Parents/guardians of English Learners promulgated the need for increased small group instruction to support language.

Staff shared the importance of re-engaging students into the learning environment and how the incorporation of restorative practices could support students. This was further expressed through the professional learning committee after asking for input from their peers. Teachers at every site punctuated the importance of peer collaboration to share best practices through the use of professional learning communities. Additionally, teachers expressed that essential standards guides developed and refined by teachers would be helpful to continue to ensure greater consistency and more targeted instruction. Teachers expressed the importance of access to professional development that was based on their needs and student needs.

Due to the impact of COVID-19 on students, staff, and families, a major theme was the need for social-emotional support for students, specifically through counseling services and social-emotional learning opportunities. When queried about the need for increased counseling support, 83% of certificated personnel, 80% of classified personnel, and 62% of parents/guardians agreed or strongly agreed that students would need this. Second Step social-emotional learning curriculum was repeatedly mentioned as an action that should be continued and expanded. Staff expressed the importance of continuing with the community building processes such as morning meetings and community circles that were consistently used this year.

The communication processes that have been employed this year through multiple committees, advisories, media, and sources from the school and district level were described as highly effective and something that should be continued for the future. There was feedback that translation services need to be expanded, specifically on campuses with larger Spanish speaking populations. Similarly, the effectiveness of technology tools and software was expressed as something PVSD should continue to leverage in the future.

Continuing opportunities for parent/guardian information events was a theme across all groups, with DELAC specifically recommending that the Family Literacy Project be expanded. DELAC members pointed to the need for continued homework support. The committee emphasized the importance of continuing the English Learner Content specialist support, particularly in coordinating additional English Language Development after school support opportunities.

In a recent survey of students in grades 5 and 7, students were asked to indicate the areas that they believed they needed additional support. About 34% of 5th grade students noted they need the most help in mathematics followed by 31% who expressed the need for support in language arts. Approximately 10% of PVSD 5th graders expressed they need support "managing their feelings sometimes". On a similar survey, 37% of 7th grade students expressed they needed the most help in math. Seventeen percent noted they need support in language arts, and 15 % shared that managing their feelings is an area where they need help. These needs informed actions related to tutoring, academic, and counseling supports.

A public hearing was held on June 3, 2021. No comments were received. The Pleasant Valley School Board approved the local control accountability plan on June 17, 2021.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals of the plan underwent multiple iterations. They were originally developed by the central LCAP committee with specific feedback provided through DELAC, district monthly leadership meetings, Superintendent's Roundtable, and the teacher and parent advisories. A second refinement occurred after data was disaggregated from the superintendent's search survey. The central LCAP committee refined the wording to match the needs demonstrated by the survey. Goal 1 originally did not have a nexus with the achievement gap; however, based on stakeholder input and with 30% of staff expressing that it was an area of need, the goal was refashioned to include it. After the PVSD Board subcommittee LCAP annual update meeting, staff received feedback from Trustees about the importance of ensuring that all students have increased academic outcomes, so the goal was further refined to demonstrate this.

Goal two also underwent several iterations as the original goal was not clear. The LCAP committee recommended the following iteration of the goal: Provide a safe, responsive, inclusive learning environment where all students feel connected. DELAC approved the revision of the goal, agreeing it was more clear.

The creation of goal four was also a result of stakeholder feedback. In previous PVSD LCAPs, all professional learning activities were housed in the achievement goal. These were separated into a specific goal in order to provide a greater degree of clarity.

Based on stakeholder input through the survey process, the overwhelming majority of stakeholders in all groups agreed with the importance of maintaining goal five, the fiscal goal. Therefore, "Maintain a fiscally sound budget that equitably aligns and maximizes available resources" will remain as a maintenance goal.

The actions and services in the LCAP were highly informed by stakeholder input. The following delineates which actions in the specific goals were developed directly from this input.

Goal One: Increase outcomes for all students and address performance gaps through engaging and challenging standards-aligned instruction and supports.

Action 1: Technology Services will continue the refresh plan for technology devices and support infrastructure.

Action 2: PVSD will purchase software applications such as (Nearpod (grades 3-8), Eureka InSync (grades K-5), Seesaw (grades K-2), and Literably (grades 2-4) to support student learning.

Action 6: PVSD will provide stipends for committee work for development of instructional materials, pacing guides, and benchmark assessments, establishing greater districtwide coherence.

Action 8: PVSD teachers will provide standards-based instruction that leverages evidence based strategies such as hands-on learning and small group instruction.

Action 11: PVSD district and site level administration will create structures to support professional learning communities for staff to share best practices based on data such as providing release time or stipends to analyze student data and plan interventions with the principal purpose of closing the achievement gap for unduplicated and at-risk students.

Action 12: PVSD will provide literacy intervention specialists to support students at risk of not meeting grade level reading standards, principally allocated based on unduplicated pupil percentages.

Action 13: PVSD schools will provide tutoring and homework support programs in English and Mathematics with the principal goal of increasing outcomes for unhoused youth, foster youth, English Learners, Socioeconomically disadvantaged students, and students at-risk of not meeting grade level standards.

Action 14: PVSD will support English Learners by providing an English Learner content specialist to monitor English learner progress, provide classroom support and teacher coaching, facilitate English Learner network, support DELAC, provide direct support to English Learners, and provide parent education.

Action 15: PVSD will provide summer school opportunities for addressing achievement and opportunity gaps, principally directed at supporting at-risk, unhoused youth, foster youth, English Learners, and limited income students.

Goal Two: Provide a safe, responsive, inclusive learning environment where all students feel connected.

Action 1: School site personnel will support student attendance and behavior through restorative practices, positive behavior intervention supports, school-wide expectations for success, and providing attendance interventions.

Action 2: Itinerant school counselors principally directed toward supporting at-risk, unhoused youth, foster youth, English Learners, or limited income will increase student connectedness, coordinate social-emotional learning, and provide parent education on social-emotional topics.

Action 3: School sites will provide increased opportunities for students to participate in clubs, extracurricular activities, and school/community events to support student connectedness and attendance, principally directed at supporting unduplicated pupils.

Action 4: PVSD will provide school day music and/or arts opportunities for students in TK-8th grades with allocation based on unduplicated percentage.

Action 5: PVSD school staff will research, plan, and implement peer buddy and mentor models to support students, principally directed toward supporting at-risk, unhoused youth, foster youth, English Learners, or economically disadvantaged students.

Action 6: PVSD will provide instructional assistants and a supply allotment for each site to support teachers in Makerspace use. An additional allotment will be provided to school sites based on unduplicated pupil count.

Action 10: PVSD district and site level staff will continue to examine policies and practices through a lens of equity and procure culturally diverse and relevant classroom library materials.

Goal Three: Foster a collaborative culture through transparent communication, collective responsibility, and accountability among stakeholders.

Action 1: School site and district staff will continue to improve upon internal and external communication processes by leveraging multiple mediums and strategies.

Action 2: Superintendent will maintain teacher advisory and parent advisory, and develop a classified advisory as an additional mechanism for input in decision making.

Action 3: PVSD will continue communication specialist support to improve district communication efforts.

Action 4: PVSD will provide a part-time family engagement coordinator to provide information, support, and resources principally directed at outreach for families of unduplicated students.

Action 5: PVSD will increase access to translation services and informational materials through a bilingual translator.

Action 8: Staff will provide family education nights to support academics and social-emotional support.

Goal Four: Foster a professional culture of learning that is responsive to student needs.

Action 1: Educational Services staff will develop and facilitate a professional learning committee that plans training based on demonstrated student and teacher needs.

Action 2: Educational Services staff will plan opportunities for professional learning to support instruction in the Next Generation Science Standards, English Language Arts, Mathematics, History, Physical Education, and standards-based grading.

Action 3: Educational Services staff, Administrative Services staff, and school principals will offer training on culturally responsive practices, social-emotional learning, and trauma-informed instruction principally directed at supporting unduplicated pupils.

Action 4; Educational Services staff will provide specific training in Professional Learning Communities and Targeted Feedback strategies for site leaders to support increased academic outcomes.

Action 5: Educational Services staff and site leaders will address the achievement gap by providing teacher training in Professional Learning Communities, Universal Design for Learning, accelerated instruction, and anti-bias.

Action 6: Special Education leadership will provide level two special education instructional assistants with training opportunities to become certified as registered behavior technicians.

Action 7: Educational Services staff will provide opportunities for additional teacher learning through optional after-school workshops by offering stipends and covering registration fees.

Goal 5: Maintain a fiscally sound budget that equitably aligns and maximizes available resources

Action 2: Business services personnel will provide site administrator training on budget management, including Title I processes.

Goals and Actions

Goal

Goal #	Description
1	PVSD will increase outcomes for all students and address performance gaps through engaging and challenging standards-aligned instruction and supports.

An explanation of why the LEA has developed this goal.

This is a broad goal that addresses state priorities 1, 2, 4, 5, and 7.

Pleasant Valley School District's vision statement is a call to action to provide "Excellence for all". While PVSD's academic outcomes on previous CAASPP measures are above the county and state in most student groups, performance gaps still exist. The impact of the pandemic on student learning has exacerbated these gaps and the importance of providing targeted supports to accelerate learning for all students. Based on stakeholder input, this goal has evolved to reflect this. Originally, the goal was going to be "Increase student achievement through consistent instructional content that emphasizes engaging and challenging first instruction." We surveyed families, staff, and community members on the perception of how the district is working to close achievement gaps. While 77% of participants agreed that PVSD was working to close achievement gaps, this item reflected one of the lower averages on the survey. When disaggregating the data from this item into participant categories, we learned that 70% of staff agreed with this sentiment. This solidified the need to more specifically address this area within the goal. The most recent administration of the CHKS (2019) revealed that 76% of staff consider closing the racial/ethnic achievement gap a high priority. In addition, 32% of staff indicated needing professional development on closing the achievement gap. Therefore, the goal was reworked to include specific language about addressing performance gaps. The modified goal was presented to the LCAP district committee and was unanimously approved. Actions and services in support of the goal are principally directed to address unique student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FastBridge ELA Spring Administration	2nd grade: 35% (some or high risk) 3rd grade: 35% (some or high risk)				Decrease number of students in the some and high risk

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4th grade: 34% (some or high risk) 5th grade: 33% (some or high risk) Data for 6-8 not available at time of analysis due to 3X3 schedule				categories in all grade levels.
FastBridge Math Spring Administration	2nd grade: 30% (some or high risk) 3rd grade: 35% (some or high risk) 4th grade: 35% (some or high risk) 5th grade: 40% (some or high risk) Data for 6-8 not available at time of analysis due to 3X3 schedule				Decrease number of students in the some and high risk categories in all grade levels.
CAASPP ELA	Distance from standard per 2019				Increase or maintain students groups at or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP data* 2020 CAASPP was not administered due to COVID-19 restrictions. All students: +30.9 African American:-1.7 Asian:+85.8 English Learner: -16.2 Filipino: +53.5 Foster Youth:-58.9 Hispanic:+.8 Unhoused:-27.9 Student with Disabilities:-54.8 Socioeconomically Disadvantaged:-6.7 Two or More Races:+45.2 White:+47				above distance from standard. Student groups below distance from standard will improve a minimum of 10 points.
CAASPP Math	Distance from standard per 2019 CAASPP data* 2020 CAASPP was not				Increase or maintain students groups at or above distance from standard. Student groups below distance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	administered due to COVID-19 restrictions. All students: +.9 above standard African American:-43.6 Asian:+76.3 English Learner:-39.4 Filipino:+20.6 Foster Youth:-102 Hispanic:-34.1 Unhoused:-28.6 Student with Disabilities:-88.5 Socioeconomically Disadvantaged:-38.8 Two or More Races:+19.6 White:+18.7				from standard will improve a minimum of 10 points.
California Science Test (CAST)	Percentage of students meeting or exceeding standard based upon 2019 CAST data* 2020 CAST was not administered due to COVID-19 restrictions.				Increase or maintain percent of students achieving at or above standard. Decrease percent of students achieving below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students: 44% African American: 37% Asian: 67% English Learner:7.5% Filipino: 45% Foster Youth: establish baseline Hispanic: 32% Unhoused: establish baseline Student with Disabilities: 16% Socioeconomically Disadvantaged:29% Two or More Races: 41% White: 52%				
% of English Learners who made progress toward English Proficiency measured by ELPAC data	To be established in 2021				Increase the percent of students making progress.
RFEP rate as of May 1	7% as of May 1, 2021				Increase from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully credentialed and appropriately assigned teachers	20-21 school year: 100% of certificated staff are appropriately credentialed and properly assigned as reported by certificated human resources through CALPADS				Maintain 100% of certificated staff that are appropriately credentialed and properly assigned as reported by certificated human resources through CALPADS.
All school sites providing homework or tutoring support	All campuses provided some tutoring, but not all utilized the majority of tutoring hours allotted.				All campuses develop robust tutoring/homework supports, expend all allocated hours.
Middle school D or F's at trimester 2 or quarter three: Foster Youth Free and Reduced Special Education English Learner	Establish baseline in 21-22				Decrease number of students with D or Fs in trimester 2 or quarter three
English Progress Monitoring Assessments	Establish baseline in 21-22				100% of English Progress Monitoring Assessments are administered and reviewed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to broad course of study	100% of students had access to a broad course of study as measured by master schedule analysis.				100% of students had access to a broad course of study as measured by master schedule analysis and expand CTE offerings on all middle school campuses.
Access to Standards-Aligned Instructional Materials	No complaints Williams complaints filed by May of 2021.				No Williams complaints filed
Implementation of Academic standards as reported on California Dashboard	Standard Met				Maintain "Standard Met" status on California Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology devices and support infrastructure	Technology Services will continue refresh plan for technology devices and support infrastructure. • Hotspots • Chromebook devices • Other hardware/infrastructure needs	$2,028,562.00	No
2	Instructional software licenses	PVSD will purchase software applications to support student learning. • Nearpod (grades 3-8)	$99,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Eureka InSync (grades K-5) • Seesaw (grades K-2) • Literably (grades 2-4)		
3	Universal screening tool	PVSD will purchase a universal screening and data disaggregation tool to identify academic areas of student need principally directed at providing more targeted support for unduplicated and at-risk students.	$36,000.00	Yes
4	Standards-aligned materials	PVSD will purchase and/or develop standards-aligned instructional materials to support state standards. • Eureka math consumables • Additional teacher materials as needed to support additional classes • TK World of Wonder and Scholastic • Wonders/Wonderworks	$950,000.00	No
5	Committee work to develop teacher supports	PVSD will provide stipends for committee work for development of instructional materials, pacing guides, and benchmark assessments, establishing greater districtwide coherence.	$16,023.00	No
6	6-8 master schedule supports	Middle schools will leverage master schedules to allow for greater programmatic opportunities for students with disabilities.		No

Action #	Title	Description	Total Funds	Contributing
7	Engaging, standards-based instruction	PVSD teachers will provide standards-based instruction that leverages evidence-based strategies such as hands-on learning and small group instruction.		No
8	Vertical articulation opportunities	District and school site leaders will provide opportunities for teachers to engage in vertical articulation (meeting with the grade above and below).		No
9	Principal instructional leadership	Principals will monitor the instructional program using high leverage strategies, principally targeted at improving outcomes for unduplicated pupils through administrative supports.	$125,094.00	Yes
10	Professional Learning Communities and data analysis	PVSD will create structures to support professional learning communities for staff to share best practices based on data such as providing release time or stipends to analyze student data and plan interventions with the principal purpose of closing performance gaps for unduplicated and at-risk students.	$15,144.00	Yes
11	Literacy intervention supports	PVSD will provide literacy intervention specialists to support at-risk students at-risk who are not meeting grade level reading standards, principally allocated based on unduplicated pupil percentages.	$485,965.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Tutoring and homework support	PVSD schools will provide tutoring and homework support programs in English and Mathematics with the principal goal of increasing outcomes for unhoused youth, foster youth, English Learners, Socioeconomically disadvantaged students, and students at-risk of not meeting grade level standards.	$43,616.00	Yes
13	English Learner Content Specialist	PVSD will support English Learners by providing an English Learner content specialist to monitor English learner progress, provide classroom support and teacher coaching, facilitate English Learner network, facilitate DELAC, provide direct support to English Learners, and provide parent education.	$114,946.00	Yes
14	Summer programs	PVSD will provide summer school opportunities for addressing achievement and opportunity gaps, principally directed at supporting at-risk, unhoused youth, foster youth, English Learners, and limited income students. • Summer Academic Camp • Young Writers Camp	$374,931.00	Yes
15	GATE	PVSD will provide GATE facilitation stipend to support equitable identification of students and build teacher capacity in supporting gifted learners. • All 3rd grade students tested • Explore nonverbal test	$14,559.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	PVSD will provide a safe, responsive, and inclusive learning environment where all students feel connected.

An explanation of why the LEA has developed this goal.

This is a broad goal that addresses state priorities 1, 5, and 6.

The 21-22 school year will be a year of recovery for all schools. Students and staff will be resuming operations after a year of teaching and learning in a non-traditional model. The importance of rebuilding community will be more critical than ever. Students, particularly those with unique needs, will require support re-engaging with peers and re-engaging with the school environment. Qualitative data collected through school site LCAP input meetings, Parent Advisory, Superintendent Roundtable, and District LCAP committee meetings has punctuated the need for increasing social emotional supports for students. The goal also highlights the importance of creating inclusive and responsive learning environments. Parent representatives from the district's Equity Committee have noted a need for fostering culturally-responsive learning environments. Parent data from the 19-20 California Healthy Kids Survey, further supports this need. Of the parents surveyed, 75% agreed or strongly agreed that their school promotes respect of all cultural beliefs and practices. Additionally, 60% of parents agreed or strongly agreed that the school provides culturally appropriate materials. Data from the student responses on the CHKS also provide valuable information supporting the need for this goal. Of the students who were surveyed, 32% reported being harassed or bullied based on race, ethnicity, national origin, religion, gender, disability, or sexual orientation. When asked if students in their schools respect other's differences, 42% reported some level of disagreement with this premise. Staff perceptions on the CHKS further support the need for this goal with 24% of staff reporting the need for professional learning targeted at working with diverse populations.

The goal originally was worded as "All students will learn in a culturally responsive, physically, and emotionally safe environment." When reviewing the proposed actions to support the goal, it became evident that there needed to be a tighter nexus with the concept of connectedness. Connectedness to school is also an area that our CHKS 2019 data has demonstrated as a needed focus. In 5th grade, 80% of students agreed or strongly agreed with the sentiment "I feel like I am a part of this school." This number decreased significantly when our 7th grade students answered the same question with only 57% indicating they agreed or strongly agreed with the statement. There is an articulated need for increasing opportunity for students to participate in quality sports, clubs or other activities with 69% indicating that they agreed or strongly agreed that these opportunities are available to students. Through specific inputs principally directed at supporting students with unique needs, such as school counseling support, social emotional learning curriculum, clubs, connectedness opportunities, and developing staff capacity to work with diverse populations, we will intentionally address this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey Student Connectedness Indicator (7th grade) or local metric	57% of 7th graders agreed or strongly agreed with the statement "I feel like I am part of this school."				Increase above 70%
California Healthy Kids Survey Student Connectedness Indicator (5th grade) or local metric	80% of 5th graders agreed or strongly agreed with the statement "I feel like I am part of this school."				Increase above 80%
Suspension rate Expulsion rate	Decreased for all student groups based on data available in May 2022 through Q SIS				Decrease suspension rate for all student groups Maintain 0% expulsion rate
Chronic Absenteeism rate	Decreased for all student groups based on data available in May 2022 through Q SIS				Maintain or improve for all student groups
FIT Report	All PVSD schools obtained a good or better rating in 2020				Maintain or improve good or better rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All sites offer clubs or extracurricular activities	To be determined in the 21-22 school year due to COVID-19 related operating procedures in the 20-21 school year				All TK-5 and K-8 sites providing three or more opportunities and 6-8 middle schools providing five or more opportunities
Student survey question regarding whether students have the opportunity to participate in quality sports, clubs or other activities (CHKS) or similar question on local measure.	20-21 LCAP local survey of 5th and 7th grade students. 7th grade: 81% of students strongly agreed or agreed 5th grade: 68% of students strongly agreed or agreed				7th grade: 90% of students strongly agreeing or agreeing that they have the opportunity to participate in quality sports, clubs or other activities 5th grade: 80% of students strongly agreeing or agreeing that they have the opportunity to participate in quality sports, clubs or other activities
Middle school dropout rate	0% in the 20-21 school year				Maintain at 0%
California Healthy Kids Survey Student Safety Indicator (5th grade) or local metric	86% 2020 CHKS				Increase from 86%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey Student Safety Indicator (7th grade) or local metric	59% 2020 CHKS				Increase from 59%
P2 Attendance	91.47% 20-21 school year				97%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive behavior supports	School site personnel will support student attendance and behavior through restorative practices, positive behavior intervention supports, school-wide expectations for success, and providing attendance interventions.	$6,000.00	No
2	Counseling support	Itinerant school counselors principally directed toward supporting at-risk, unhoused youth, foster youth, English Learners, or limited income will increase student connectedness, coordinate social-emotional learning, and provide parent education on social-emotional topics. • Second Step curriculum	$837,579.00	Yes
3	Student connectedness activities	School sites will provide increased opportunities for students to participate in clubs, extracurricular activities, and school/community events to support student connectedness and attendance, principally directed at supporting unduplicated pupils.	$172,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Music and arts opportunities	PVSD will provide school day music and/or arts opportunities for students in TK-8th grades with allocation based on unduplicated percentage.	$73,118.00	Yes
5	Mentorship programs	PVSD school staff will research, plan, and implement mentor models to support students, principally directed toward supporting at-risk, unhoused youth, foster youth, English Learners, or economically disadvantaged students.	$6,000.00	Yes
6	Makerspace opportunities	PVSD will provide instructional assistants and a supply allotment for each site to support teachers in Makerspace use. An additional allotment will be provided to school sites based on unduplicated pupil count.	$135,622.00	Yes
7	Multi-Tiered Systems of Support	PVSD will continue the implementation of multi-tiered systems of support (MTSS) with consistent protocols that are goal-based, action-oriented, and leverage student strengths to improve academic and behavior outcomes. • CST process		No

Action #	Title	Description	Total Funds	Contributing
8	Transportation support	PVSD will provide increased school transportation opportunities for students identified as unhoused youth, foster youth, English Learners, or limited income with the purpose of improving attendance.	$879,911.00	Yes
9	School conditions	PVSD facilities department will conduct an annual analysis of school conditions to identify areas of needed repair and maintenance.		No
10	Equity analysis	PVSD district and site level staff will continue to examine policies and practices through a lens of equity and procure culturally diverse and relevant classroom library materials.	$72,000.00	Yes
11	Climate surveys	PVSD will conduct school site staff, family, and student climate surveys	$700.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	PVSD will foster a collaborative culture through transparent communication, collective responsibility, and accountability among stakeholders.

An explanation of why the LEA has developed this goal.

This is a broad goal that addresses state priorities 3, 5, and 6.

The analysis of the qualitative data collected through parent/family and teacher input sessions at the school sites, elucidates that ongoing communication is a priority for PVSD families and staff.

Additionally, the Superintendent search survey revealed that nearly 80% of PVSD stakeholders expressed that they agreed or strongly agreed with the statement "Communication from the district is transparent and ongoing". When disaggregated further, the number of certificated staff that agreed or strongly agreed with the statement was 65%. The number of classified staff that agreed or strongly agreed with the statement was 74%. This indicates the need to continue working on increasing two-way communication.

Underlining the importance of working towards a culture of shared responsibility, over the past four years, PVSD has engaged in the professional learning community model as a mechanism for staff to collaborate for student success. During site staff LCAP input sessions, the need for increased use of professional learning communities resonated in the data. PLCs will serve as a mechanism for shared responsibility and accountability for student outcomes particularly focused on outcomes for unduplicated pupils. Additionally, when responding to the statement "When there is a problem at school, families and staff work collaboratively to solve it", 77% of certificated staff and 69% classified staff strongly agreed or agreed with this statement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey question "Communication from the district is transparent and ongoing".	80% of stakeholders (aggregate of families and staff) agree or strongly agree 65% of certificated staff agree or strongly agree 74% of classified staff agree or strongly agree				Increase from baseline
Staff survey question "Staff regularly collaborates to discuss specific student outcomes".	Baseline in year: 85% of teachers strongly agreed or agreed with this statement				85%
English Learner Program Needs Assessment question "How comfortable do you feel participating in school activities?"	84% of parents answered a 3 or higher on the 5-point survey scale				90% of parents indicated agreement
LCAP survey question "My child's school encourages parent involvement and seeks input through committees, meetings,	78% of families agree (46%) or strongly agree (32%)				85% of parents agreeing or strongly agreeing (aggregated)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and information nights."					
Each site will offer a minimum of one family education/information events exclusive of PTA, ELAC, and SSC meetings.	To be established in 21-22 school year				Two events exclusive of PTA, ELAC, and SSC meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication process	School site and district staff will continue to improve upon internal and external communication processes by leveraging multiple mediums and strategies. • Social media • Updated websites • Regular district communication • Site newsletters/Board memos	$1,550.00	No
2	Advisories	Superintendent will maintain teacher advisory and parent advisory, and develop a classified advisory as an additional mechanism for input in decision making.	$8,531.00	No

Action #	Title	Description	Total Funds	Contributing
3	Communication specialist support	PVSD will continue communication specialist support to improve district communication efforts.	$25,000.00	No
4	Family engagement coordinator	PVSD will provide a part-time family engagement coordinator to provide information, support, and resources principally directed at outreach for families of unduplicated students.	$33,718.00	Yes
5	Bilingual translator	PVSD will increase access to translation services and informational materials through a bilingual translator.	$60,514.00	Yes
6	Website and platforms	Technology Services, school sites, and departments will ensure an updated website and other platforms.	$0.00	No
7	Employee recognition	Human resources will expand avenues for employee recognition.	$1,000.00	No
8	Welcoming culture	District and school level staff will foster a culture that is welcoming, collaborative, student-centered, and assuming of best intentions.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Family education events	Staff will provide family education nights to support academics and social-emotional support. • Parent University • Academic support information nights	$1,500.00	No
10	Improved high school transition articulation	Educational Services and middle school sites will increase collaboration with OUHSD to improve high school transition and expand career technical education offerings. • CTE 8th grade showcase • Parent/Guardian CTE information events		No
11	Expanded digital library supports	Educational Services personnel and middle school staff will coordinate expanded digital library supports through OUHSD-PVSD partnership.	$5,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	PVSD will foster a professional culture of learning that is responsive to student needs.

An explanation of why the LEA has developed this goal.

This is a broad goal address state priorities 1, 2, 4, 5, 6, and 7.

The pandemic has highly impacted students both academically and social-emotionally, particularly students with unique needs. Academically, students have had less instructional time based on the modification of instructional minutes enacted through SB98. Additionally, the instructional minutes have been purveyed through a combination of synchronous and asynchronous instruction with reduced direct instruction. While PVSD teachers have worked arduously to provide instruction that is centered on the essential standards identified by district grade level team members, the instructional program is very different from what was offered in the past, as this year has had some interrupted learning. Students have had varying experiences with distance and hybrid learning based on available home supports. This will necessitate a focus on accelerating learning as well as providing in-class interventions for students with unique needs in future academic years. Teachers will need support in how to diagnose and address needs to provide acceleration that ameliorates the academic needs that students present. Additionally, PVSD has experienced an increase in students demonstrating social-emotional needs. Addressing social-emotional needs will better support student learning needs. Staff will need explicit professional learning opportunities to gain strategies and tools to support students social-emotionally. Many of our students have experienced trauma (loss of a family member, family home, or other event), and staff will need to know how to respond to these needs. A February survey of certificated staff highlighted some of this need. Just under 64% of teachers reported needing professional learning in trauma-informed instruction. Instructionally, 26% reported needing support with academic discourse and 26% reported needing additional learning around the district-adopted universal screening tool. Approximately, 34% of teachers noted that they needed support in using the Fountas & Pinnell leveled literacy intervention program, which supports teachers in the identification of reading gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers attending	To be established in 20-21 school year				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
three professional learning days in addition to one self-selected professional learning activity.					
Administer annual professional learning survey to staff and use results to inform learning plan.	Survey administered in 2020				Survey administered, results used to plan professional learning, and follow-up survey indicates teachers have had professional learning on topics identified on the original survey.
Develop professional learning committee to provide input on district learning plan	Three meetings convened in 2021 to plan activities for the 21-22 school year.				Professional learning committee develops, monitors, and evaluates plan, meeting a minimum of 4 times.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional learning plan	Educational Services staff will develop and facilitate professional learning committee that plans training based on demonstrated student and teacher needs.	$1,382.00	No
2	Professional learning on standards	Educational Services staff will plan opportunities for professional learning to support instruction in the Next Generation Science	$115,349.00	No

Action #	Title	Description	Total Funds	Contributing
		Standards, English Language Arts, Mathematics, History, Physical Education, and standards- based grading.		
3	Other professional training opportunities	Educational Services staff, Administrative Services staff, and school principals will offer training on culturally responsive practices, social-emotional learning, and trauma-informed instruction principally directed at supporting unduplicated pupils.	$38,174.00	Yes
4	Site administrator training	Educational Services staff will provide specific training in Professional Learning Communities and Targeted Feedback strategies for site leaders to support increased academic outcomes.	$8,000.00	No
5	Training on addressing the achievement gap	Educational Services staff and site leaders will address the achievement gap by providing teacher training in Professional Learning Communities, Universal Design for Learning, accelerated instruction, and anti-bias.	$39,740.00	Yes
6	IASE Training	Special Education leadership will provide level two special education instructional assistants with training opportunities to become certified as registered behavior technicians.	$10,352.00	No
7	Optional workshops and training	Educational Services staff will provide opportunities for additional teacher learning through optional after-school workshops by offering stipends and covering registration fees.	$19,086.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	PVSD will maintain a fiscally sound budget that equitably aligns and maximizes available resources.

An explanation of why the LEA has developed this goal.

This goal addresses state priorities 1, 2, 3, 4, 5, 6, and 7. The goal is a maintenance goal from the previous LCAP. Since Pleasant Valley School District does not receive concentration funds, the utilization of supplemental funds must be carefully coordinated to ensure that the services provided through these funds are principally directed at supporting unduplicated pupils. On the district LCAP survey 93% of families and 82% of certificated staff who took the survey strongly agreed and agreed that it is a priority for PVSD to maintain a fiscally sound budget.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
First interim budget certification	Positive certification in 20-21 school year				First interim budget continues to be positively certified
Second interim budget certification	Positive certification in 20-21 school year				Second interim budget continues to be positively certified
School site allocations	A formula was utilized to distribute unduplicated student supports across campuses.				School site supplemental program allocations are based on unduplicated student percentages
Number of trainings offered	Re-establish baseline in 21-22 school year				Three per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Funding allocation formula	Business services personnel will allocate funding with equity, based on need.	$137,781.00	Yes
2	Budget training	Business services personnel will provide site administrator training on budget management, including Title I processes.		No
3	Increasing efficiencies	Business Services and Human Resources will align payroll and human resource processes to ensure greater efficiencies.		No
4	Family/parent education on LCFF	Business Services personnel will provide parent/guardian education on the Local Control Funding Formula.		No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.16%	$3,188,021

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1, Action 3
The acquisition of a universal screening tool will provide PVSD with ongoing data that will help target supports towards unduplicated pupils based on ongoing analysis. For instance, the aReading component of the screener provides information for literacy content specialists to develop intervention groups to close reading performance gaps for high needs students. Through examination of local data, previous CAASPP data and the Dashboard, PVSD has identified performance gaps in relation to the all student performance level and the English Learner and economically disadvantaged levels in ELA and math. The use of a universal screening tool will provide additional data in working to ameliorate this gap. Universal screening is a core practice in California's Multi-Tiered Systems of Support framework.

Goal 1, Action 10
Second to the influence of the classroom teacher, the school principal is a strong influence on student academic outcomes (Marzano, McNulty & Waters, 2005). In order to increase academic outcomes and provide regular coaching support for teachers, principals need additional time in classrooms to support the instructional program provided to unduplicated pupils and students with unique needs. By providing principals with increased administrative support, they will be monitoring the instructional program through a dedicated walk-through coaching structure focused on designated ELD and high leverage instructional strategies. The number of days provided for this release structure is based on the percentage of unduplicated pupils on each campus.

Goal 1, Action 11

With a focus on the analysis of data of unduplicated pupils, site leaders and teachers will engage in data days where the outcomes of high needs students are analyzed and next steps for intervention are designed. Using professional learning community (PLC) structures to support English Learners and their performance on the PVSD English Learner Progress Monitoring Assessments will be an area of focus in these data days. With a focus on high levels of learning for all students, professional learning communities provide the opportunity for educators to work collaboratively to design instruction, analyze outcomes, and plan next steps for student learning as promulgated by DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006).

Goal 1, Action 12
Local data and the most recent CAASPP data underlines the disparity in reading achievement for socioeconomically disadvantaged students. The allocation of literacy intervention content specialists whose services are principally directed at supporting high needs students through targeted intervention is a strategy to meet their academic needs. Lesaux (2012) describes a positive relationship between low income students, linguistically diverse students, and skills based reading instruction. In their metanalysis of primary reading intervention programs, Wanzek, Stevens, Williams, et al. 2018 found that primary reading intervention programs demonstrate a positive impact of early struggling readers.

Goal 1, Action 13
PVSD socioeconomically disadvantaged students and English Learners have less access to tutoring supports at home, and as noted through the English Learner Needs Assessment, this is an area of expressed need by families. Hattie (2017) found a .53 effect size connected to second chance and enrichment programs. Therefore, tutoring and homework support services are provided districtwide and principally directed at supporting unduplicated students and students with unique needs.

Goal 1, Action 14
To ensure a well-articulated program for English Learners, the English Learner Content Specialist implements, monitors, and evaluates the English Learner program for English Learners on all eleven PVSD campuses. The content specialist builds capacity with classroom teachers to support the needs of English Learners across the district. Through an extensive metanalysis, Hattie (2017) found that collective teacher efficacy is strongly correlated with student achievement underscored by an effect size of d=1.57.

Goal 1, Action 14
Students from socioeconomically disadvantaged homes are less likely to have access to summer academic and cultural capital-building experiences. Per CDE, research has shown low-income children to be nearly three grade equivalents behind their more affluent peers in reading by the end of the fifth grade as a result of summer learning loss (National Summer Learning Association [NSLA], 2009). To ameliorate this, summer programming opportunities principally directed at supporting unduplicated students will be offered.

Goal 1, Action 16
Historically, in PVSD, English Learners and students who are socioeconomically disadvantaged have not been identified at the same rate as their peers for gifted and talented programs. A non-referral based program where all students, regardless of demography are tested increases access to future advanced course opportunities. Flores (2007), found that students of color as well as students from disadvantaged socioeconomic backgrounds did not have the same access to high levels of math instruction that emphasized critical thinking. This action addresses the need to ensure that historically underrepresented students have access to GATE programming. Card & Giuliano (2015) discuss the implications of referral processes for identifying gifted students and found that traditional identification practices have led to overlooking qualified disadvantaged students.

Goal 2, Action 2
PVSD's unhoused students, foster youth, and students who are economically disadvantaged have been disproportionately affected by the COVID-19 pandemic. They are less likely to have access to counseling services, so counselors will be needed to support their socioemotional needs to prepare them for the learning environment. Counselors will also support students social-emotional learning (SEL) opportunities. Jones & Khan 2017 share that, "Evidence shows that high quality programs focused on SEL contribute to improved academics and behavior."

Goal 2, Actions 3 and 4
By increasing opportunities for students to engage in sports, music, and extracurricular programs, students are more likely to feel a connection to campus, thereby supporting academic needs. Catterall, J., et al. (1999) found that academic achievement increased for students who were involved in the arts over time in comparison to counterparts who were not. Further, Witherspoon, Schotland, Way, & Hughes (2009) found that students who feel connected to their school were more engaged in their individual learning. Increased connectedness will support academic outcomes of unduplicated students who typically have fewer opportunities for this level of engagement.

Goal 2, Action 5
A high quality mentoring program can support closing the achievement gap for socioeconomically disadvantaged students, foster youth, and English Learners. In a review of the research, Randolph and Johnson (2008) found that the primary benefits for students who participate in school based mentoring programs have increased connectedness at school (e.g., King, Vidourck, Davis, & McClellan, 2002; Lee & Cramond,1999; Martinek, Schilling, & Johnson, 2001; Portwood, Ayers, Kinmson, Waris, & Wise, 2005) as found in Gordeon et al, (2013).

Goal 2, Action 6
Providing hands-on learning experiences for English Learners allows them increased access to demonstrate mastery over standards through multiple means of engagement and representation (Novak, 2018). Students from socioeconomically disadvantaged backgrounds are less likely to have access to STEM learning experiences. Tanenbaum (2016) discusses the participation and access of historically

under-represented groups in STEM programming. Access to Makerspace experiences can result in stronger academic outcomes for students.

Goal 2, Action 8

There is a direct correlation between attendance and increased student achievement. Socioeconomically disadvantaged students are more likely than their peers to lack access to reliable transportation. Expanded transport options and access for K–12 students can contribute to increasing opportunity (Bierbaum and Vincent 2013; McKoy et al. 2010; Center for Transit Oriented Development 2012). Due to the pandemic and related impacts on PVSD's busing capacity, attendance for socioeconomically disadvantaged and some English Learners has been impacted this year.

Goal 2, Action 10

English Learners, students in foster youth, and under-represented students must see themselves reflected in the curriculum and classroom materials with which they interact in order to foster a true sense of belonging in the school environment. Bishop (1990) and Yenika-Agbaw & Napoli (2011) as found in Wanless & Crawford (2016), posit that books can affirm sense of identity for readers when they reflect their communities, families, and themselves.

Goal 3, Action 4

Newcomer families of English learners and families of students who have disengaged from the learning environment due to unique challenges benefit from specific outreach to provide them with the information and resources to support students academically. Feedback from the District English Learner Advisory Committee was that families of English Learners often require additional supports navigating the US educational system and that these supports should be made available. According to Castellon et al. (2015), "newcomer families need specific information on how to support their children's learning and development" as they adapt to a new culture and language.

Goal 3, Action 5

Providing increased translation services for PVSD families will support increasing learning outcomes for English Learners. Han & Love (2015) found the importance of access to interpretation and translation was essential in helping parents to communicate and learn about the U.S. educational system.

Goal 4, Action 3

Families of English Learners and socioeconomically disadvantaged students must feel welcome and supported in school environments in order to partner with school staff to increase student achievement. This requires staff training (certificated and classified) on establishing culturally responsive environments. In describing ways to enrich the school community's culture, Mapp & Kuttner, 2013 describe the importance of leveraging cultural and personal assets of families.

Goal 4, Action 5
To better support outcomes of unduplicated pupils teachers need professional learning on anti-bias, trauma -informed instruction, and universal design for learning. This creates a more responsive classroom environment that is strengths and asset based.

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

LCFF Supplemental funds are principally directed toward meeting the needs of Unduplicated Pupils districtwide and students with unique needs. LCFF funds have been allocated to increase support and services to address equity gaps for Unduplicated Pupils and students with unique needs through research-evidenced practices.

Goal 1:Increase outcomes for all students and address performance gaps through engaging and challenging standards-aligned instruction and supports.

Goal one's focus on increasing student achievement and addressing performance gaps provides increased services for unduplicated students via literacy intervention content specialist support. Campuses with higher percentages of unduplicated pupils receive additional service time. Another action in the goal is centered on providing principals with increased opportunities to monitor the instructional program and provide instructional coaching. A major area of focus with this support is to monitor English Language Development instruction that students are receiving, both integrated and designated. Additionally, this time will provide principals with the opportunity to work more closely with teams in examining practices and data to inform instructional steps. Campuses will have "data days" that will support

the identification of needs, as data examined will be disaggregated by student group. This allows for a team approach to supporting students, while also using the information to allocate available campus resources to address performance gaps. An action that will provide greater equity for unduplicated and underrepresented students is in the area of GATE testing. PVSD will explore a nonverbal measure and will redesign the testing process to ensure that students who are traditionally under-represented in GATE are being considered irrespective of the referral process that was previously in place.

Goal 2: Provide a safe, responsive, inclusive learning environment where all students feel connected.

The emphasis of goal two is to ensure that students feel safe and connected to campus. Students who feel connected emotionally have better outcomes academically. To better support students in successfully re-entering the school environment after a year of hybrid and distance learning, they will need supports socioemotionally. PVSD will provide school counselors principally directed at supporting unduplicated pupils and students with unique needs. Additionally, students will have the opportunity to connect with the campus environment through extracurricular, sports, clubs, and hands-on learning activities. Allocations are based on unduplicated pupil percentages. Another mechanism for supporting this goal is to increase access to transportation services. Socioeconomically disadvantaged students are more

likely to have transportation challenges, thereby impacting student attendance and academic achievement. PVSD will provide expanded opportunities to better support unduplicated pupils and pupils with unique needs.

Goal 3: Foster a collaborative culture through transparent communication, collective responsibility, and accountability among stakeholders.

Ensuring that families have access to information and understanding of the educational program is a critical component to student success. To increase access to information, a bilingual translator position is being added to the 2021-2024 LCAP with a focus on serving families of English Learners who speak Spanish as a primary language. Also, a support that has been expressed by the District English Learner Advisory Committee, is the need for a parent/family engagement staff member to orient families to the United States educational system.

Goal 4: Foster a professional culture of learning that is responsive to student needs.

The importance of creating welcoming and inclusive environments for students and families cannot be overstated. Staff need training in how to support families from different backgrounds, cultures, and experiences to leverage the assets they bring in supporting their students. Families of unduplicated pupils have traditionally been underserved in education, and this action seeks to ensure that partnerships with all families are established using an assets approach.

Goal 5: Maintain a fiscally sound budget that equitably aligns and maximizes available resources.

This goal centers on ensuring that resources are maximized and allocated based on equity. In practice this goal means that school sites receive supports based on student needs. The business services department has developed mechanisms for allotting funds and supports that align with the demonstrated needs of unduplicated pupils and students with unique needs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$5,395,086.00	$1,466,405.00		$134,435.00	$6,995,926.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,067,914.00	$2,928,012.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Technology devices and support infrastructure	$2,028,562.00				$2,028,562.00
1	2	All	Instructional software licenses	$99,000.00				$99,000.00
1	3	English Learners Foster Youth Low Income	Universal screening tool	$36,000.00				$36,000.00
1	4	All	Standards-aligned materials		$950,000.00			$950,000.00
1	5	All	Committee work to develop teacher supports	$16,023.00				$16,023.00
1	6	Students with Disabilities	6-8 master schedule supports					
1	7	All	Engaging, standards-based instruction					
1	8	All	Vertical articulation opportunities					
1	9	English Learners Foster Youth Low Income	Principal instructional leadership	$125,094.00				$125,094.00
1	10	English Learners Foster Youth Low Income	Professional Learning Communities and data analysis	$15,144.00				$15,144.00
1	11	English Learners Foster Youth Low Income	Literacy intervention supports	$485,965.00				$485,965.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Tutoring and homework support	$43,616.00				$43,616.00
1	13	English Learners	English Learner Content Specialist	$114,946.00				$114,946.00
1	14	English Learners Foster Youth Low Income	Summer programs		$374,931.00			$374,931.00
1	15	English Learners Foster Youth Low Income	GATE	$14,559.00				$14,559.00
2	1	All	Positive behavior supports	$6,000.00				$6,000.00
2	2	English Learners Foster Youth Low Income	Counseling support	$837,579.00				$837,579.00
2	3	English Learners Foster Youth Low Income	Student connectedness activities	$172,979.00				$172,979.00
2	4	Foster Youth Low Income	Music and arts opportunities	$73,118.00				$73,118.00
2	5	English Learners Foster Youth Low Income	Mentorship programs	$6,000.00				$6,000.00
2	6	English Learners Foster Youth Low Income	Makerspace opportunities	$6,000.00	$129,622.00			$135,622.00
2	7	All	Multi-Tiered Systems of Support					
2	8	Foster Youth Low Income	Transportation support	$879,911.00				$879,911.00
2	9	All	School conditions					
2	10	English Learners Foster Youth Low Income	Equity analysis	$72,000.00				$72,000.00
2	11	All	Climate surveys	$700.00				$700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Communication process	$1,550.00				$1,550.00
3	2	All	Advisories	$8,531.00				$8,531.00
3	3	All	Communication specialist support	$25,000.00				$25,000.00
3	4	English Learners Foster Youth Low Income	Family engagement coordinator	$33,718.00				$33,718.00
3	5	English Learners	Bilingual translator	$60,514.00				$60,514.00
3	6	All	Website and platforms					$0.00
3	7	All	Employee recognition	$1,000.00				$1,000.00
3	8	English Learners Foster Youth Low Income	Welcoming culture	$1,500.00				$1,500.00
3	9	All	Family education events		$1,500.00			$1,500.00
3	10	All	Improved high school transition articulation					
3	11	All	Expanded digital library supports	$5,000.00				$5,000.00
4	1	All	Professional learning plan	$1,382.00				$1,382.00
4	2	All	Professional learning on standards				$115,349.00	$115,349.00
4	3	English Learners Foster Youth Low Income	Other professional training opportunities	$38,174.00				$38,174.00
4	4	All	Site administrator training	$8,000.00				$8,000.00
4	5	English Learners Foster Youth Low Income	Training on addressing the achievement gap	$39,740.00				$39,740.00
4	6	Students with Disabilities	IASE Training		$10,352.00			$10,352.00
4	7	All	Optional workshops and training				$19,086.00	$19,086.00
5	1	English Learners Foster Youth Low Income	Funding allocation formula	$137,781.00				$137,781.00
5	2	All	Budget training					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	3	All	Increasing efficiencies					
5	4	All	Family/parent education on LCFF					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,194,338.00	$3,698,891.00
LEA-wide Total:	$3,194,338.00	$3,698,891.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Universal screening tool	LEA-wide	English Learners Foster Youth Low Income		$36,000.00	$36,000.00
1	9	Principal instructional leadership	LEA-wide	English Learners Foster Youth Low Income		$125,094.00	$125,094.00
1	10	Professional Learning Communities and data analysis	LEA-wide	English Learners Foster Youth Low Income		$15,144.00	$15,144.00
1	11	Literacy intervention supports	LEA-wide	English Learners Foster Youth Low Income		$485,965.00	$485,965.00
1	12	Tutoring and homework support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,616.00	$43,616.00
1	13	English Learner Content Specialist	LEA-wide	English Learners		$114,946.00	$114,946.00
1	14	Summer programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$374,931.00
1	15	GATE	LEA-wide	English Learners Foster Youth		$14,559.00	$14,559.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	2	Counseling support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$837,579.00	$837,579.00
2	3	Student connectedness activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,979.00	$172,979.00
2	4	Music and arts opportunities	LEA-wide	Foster Youth Low Income	All Schools	$73,118.00	$73,118.00
2	5	Mentorship programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
2	6	Makerspace opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$135,622.00
2	8	Transportation support	LEA-wide	Foster Youth Low Income	Specific Schools: Monte Vista Middle School, Las Colinas, Pleasant Valley School of Engineering and Arts, and Dos Caminos	$879,911.00	$879,911.00
2	10	Equity analysis	LEA-wide	English Learners Foster Youth Low Income		$72,000.00	$72,000.00
3	4	Family engagement coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,718.00	$33,718.00
3	5	Bilingual translator	LEA-wide	English Learners		$60,514.00	$60,514.00
3	8	Welcoming culture	LEA-wide	English Learners Foster Youth Low Income		$1,500.00	$1,500.00
4	3	Other professional training opportunities	LEA-wide	English Learners Foster Youth		$38,174.00	$38,174.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	5	Training on addressing the achievement gap	LEA-wide	English Learners Foster Youth Low Income		$39,740.00	$39,740.00
5	1	Funding allocation formula	LEA-wide	English Learners Foster Youth Low Income		$137,781.00	$137,781.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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