

HAPPY VALLEY



Est. 1954

UNION ELEMENTARY SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Happy Valley Union Elementary School District

CDS Code: 45 70011 6097703

School Year: 2023-24

LEA contact information:

Shelly Craig

Superintendent/Principal

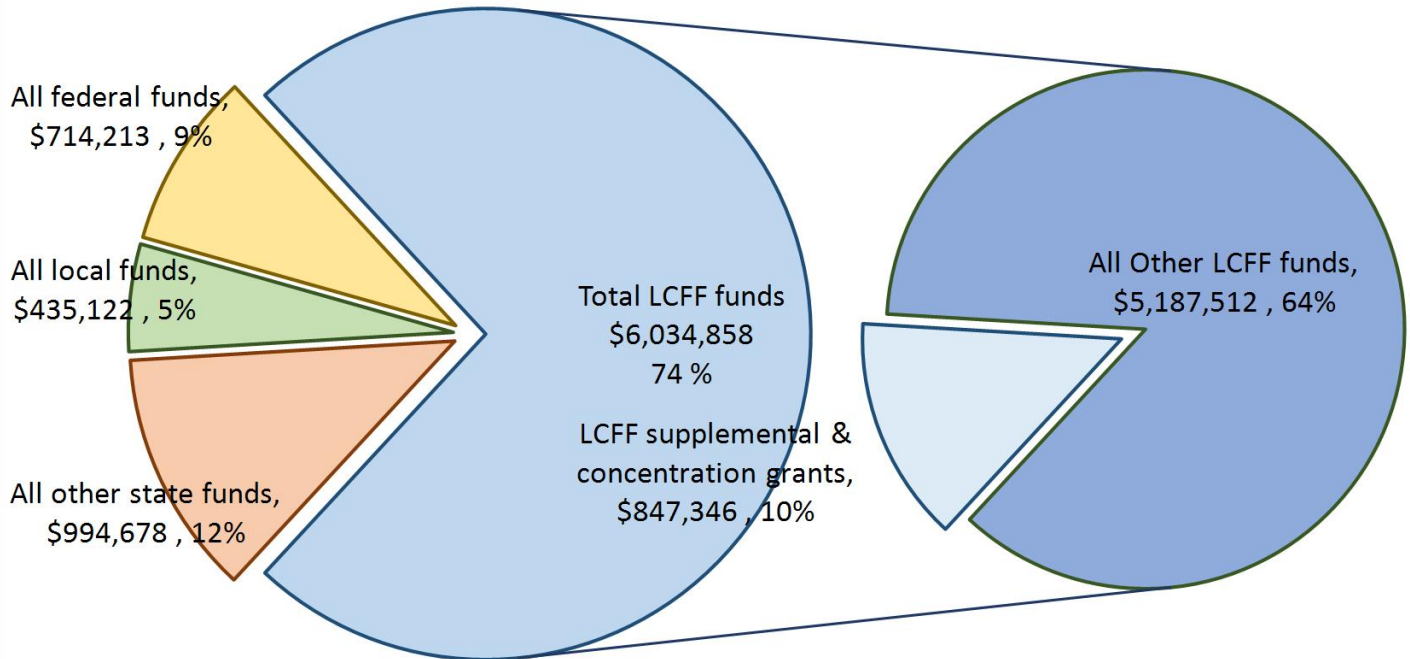
scraig@hvusd.net

(530)357-2134

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 2023-24 School Year

Projected Revenue by Fund Source

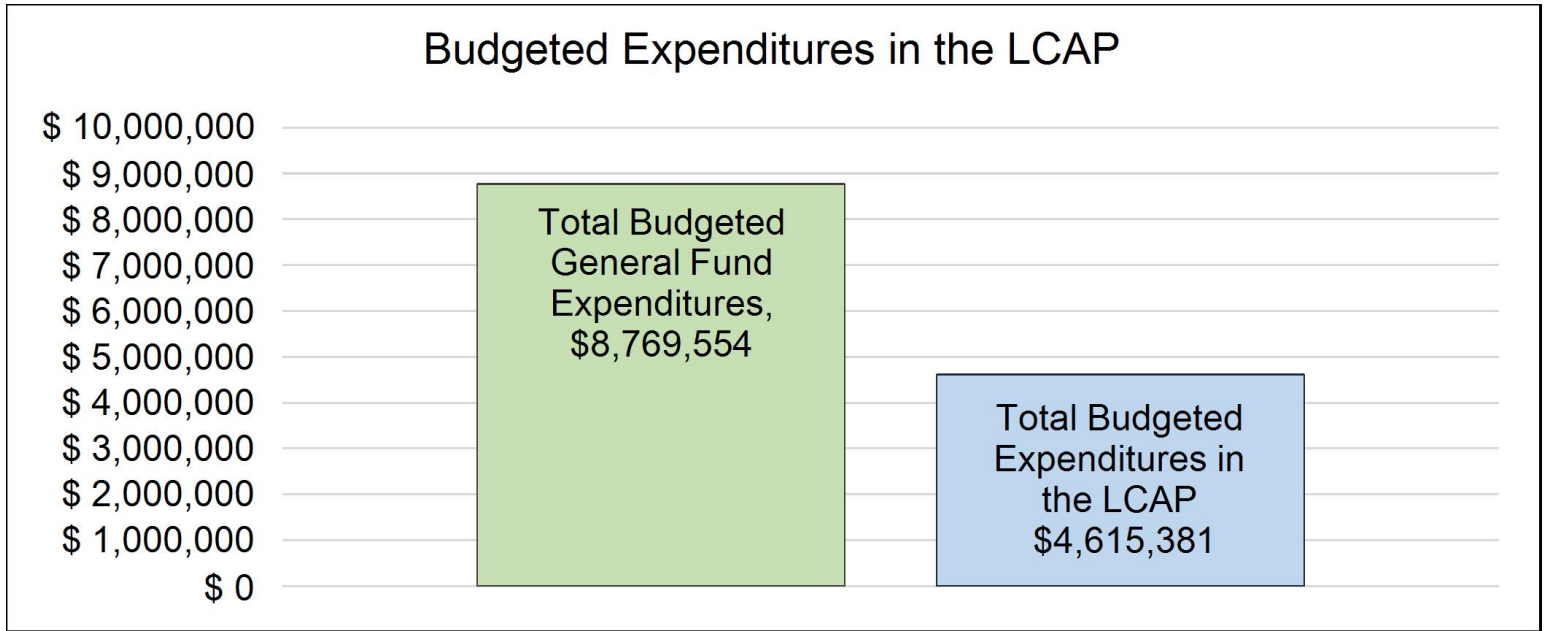


This chart shows the total general purpose revenue Happy Valley Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Happy Valley Union Elementary School District is \$8,178,871, of which \$6,034,858 is Local Control Funding Formula (LCFF), \$994,678 is other state funds, \$435,122 is local funds, and \$714,213 is federal funds. Of the \$6,034,858 in LCFF Funds, \$847,346 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Happy Valley Union Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Happy Valley Union Elementary School District plans to spend \$8,769,554 for the 2023-24 school year. Of that amount, \$4,615,381 is tied to actions/services in the LCAP and \$4,154,173 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

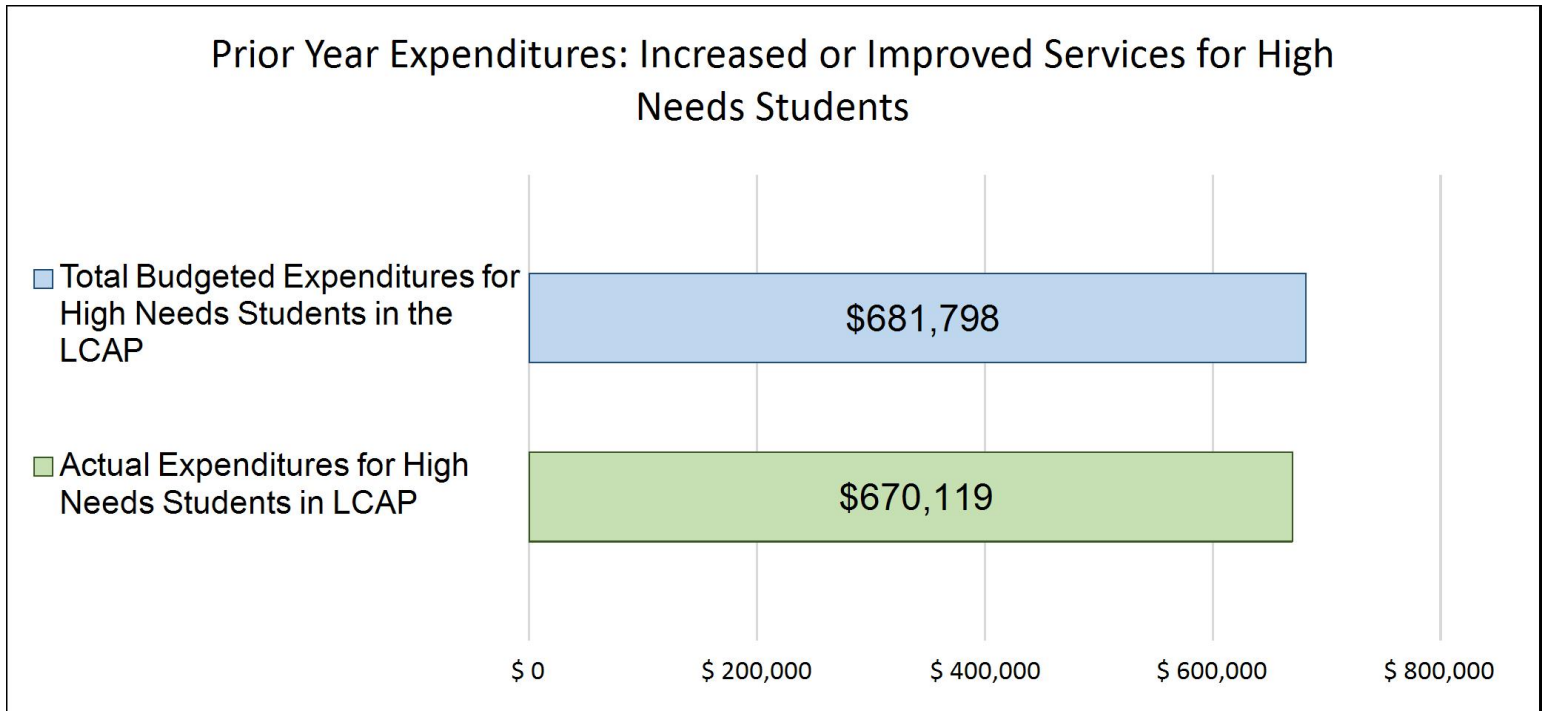
General Maintenance and Operations expenses as well as office and District staff expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Happy Valley Union Elementary School District is projecting it will receive \$847,346 based on the enrollment of foster youth, English learner, and low-income students. Happy Valley Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Happy Valley Union Elementary School District plans to spend \$906,743 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 2022-23



This chart compares what Happy Valley Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Happy Valley Union Elementary 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.

The text description of the above chart is as follows: In 2022-23, Happy Valley Union Elementary School District's LCAP budgeted \$681,798 for planned actions to increase or improve services for high needs students. Happy Valley Union Elementary School District actually spent \$670,119 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-11,679 had the following impact on Happy Valley Union Elementary School District's ability to increase or improve services for high needs students:

With staffing challenges, we were not able to implement some of the programs that had been planned. As a District-wide Title 1 district, all of our supplemental and concentration services are provided to all students that may need individual support, regardless of their designation as "high needs". The District will be directing these carryover funds primarily to support academic interventions, but will continue to assess need and update plans accordingly.

HAPPY VALLEY



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UNION ELEMENTARY SCHOOL DISTRICT

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Happy Valley Union Elementary School District	Shelly Craig Superintendent/Principal	scraig@hvusd.net (530)357-2134

Plan Summary [2023-24]

General Information

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

Happy Valley Union School District provides an opportunity for every student to succeed every day. Our school community provides a positive learning culture supported by our faculty, staff, families, and community. Many of our veteran teachers are serving second-generation students, providing a rich history and a promising future for our students. We continue to focus on our three goals to serve students and our community. Our teachers and support staff participate in collaboration, professional learning, and team discovery to

improve disciplinary literacy and social and emotional learning. Teachers are engaged in professional learning in Improvement Science, Restorative Practices, Trauma-Informed Practices, curriculum and instruction, and differentiated instruction. These practices culminated in a district-wide Multi-tiered System of Support (MTSS) to provide a well-rounded educational experience to our students. The district uses Positive Behavior Interventions and Supports (PBIS) as a framework to sustain student-centered learning opportunities. The school system is focused on literacy across the content areas, social and emotional learning, and providing a safe space with a sense of belonging for all students.

Our families participate in community events, school assemblies, celebrations, learning opportunities and support groups. Parents volunteer at our school, enhancing our students' learning experience. Our family liaison provides multiple opportunities for families to gain support and access resources. Our Emergency Operations Team (EOT) has revised and strengthened our Emergency Operations Plan (EOP) to provide a safe, healthy learning environment for all who attend our school. We have implemented an online emergency management system throughout the district. Project SHARE provides a robust after-school program facilitating additional support and quality activities for over half of our student population. The Citizens Patrol is present at the end of the school day to provide a sense of community support and school safety.

Our district has approximately 502 students attending the elementary, primary, or community day sites. We provide quality academic experiences to students from zero-5 and TK- through eighth grade and offer individual personalized learning opportunities to achieve their academic goals with a home-school experience. Our demographics include 9.8% English Learners, 1.3% Foster Youth, and 56.9% Socio-Economically Disadvantaged students. Our teachers and classified staff build relationships and seek to understand the needs of our students to offer a welcoming environment to support students. We center our work on our three goals and use data to inform our decisions. In addition, our school provides opportunities to future students and our families by providing school readiness programs, parenting classes, small group support systems, and a family liaison (on each school site) who assist in bridging resources and offering support to our students and their families. We provide social, emotional, and academic counseling services to students needing additional support to improve their literacy and citizenship. Individual counseling, group counseling, academic counseling, and whole class sessions focused on mindfulness are offered to our students. These practices address social skill-building, Adverse Childhood Experiences (ACE's), and other challenging life experiences. When students face learning challenges, they also have the opportunity to work with a behavior coach who guides them in self-regulation, redirection, and successful access to learning.

To build capacity within our school community, teachers and staff serve on various school improvement teams focused on specific goals and concerns. We have established four implementation and four discovery teams that meet weekly to discuss data and specific progress within our LCAP goals. The MTSS Team is focused, at the district level, on developing and refining a district-wide system that will unify our school community around a common language and a specific plan for success and achievement. The four teams use the MTSS system to guide progress while they address the three LCAP goals. Teachers have selected specific areas for professional growth and are engaged in current research and practices to improve student learning. Our classified staff attends meetings regularly to discuss concerns and build a positive program for supporting our students and families.

To provide a rigorous and engaging academic experience, teachers work to articulate current practices through vertical alignment. Alongside this endeavor to connect prior knowledge to increased learning, teachers rely on data to inform instruction and support students' social and

emotional needs. Time is spent each week engaged in meaningful collaboration focused on differentiated instruction and developing specific academic skills. Teaching teams prepare their students daily to reach their full potential by identifying learning gaps and prescribing specific learning experiences to address student needs.

Our classified staff serve lovingly and look out for our students and fellow site personnel. Their dedication to our students is evident in their daily performance and unique and vital role at our school site. The Happy Valley School Community proudly supports a positive learning culture for all students.

Reflections: Successes

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

Our Implementation Teams have been functioning for five years and use improvement science tools to investigate our current strengths and needs. Every teacher and many of our classified staff are part of an improvement team that has identified an area of concern, current practices, desired outcomes, and action steps to make district-wide improvements. The Social and Emotional Learning Team is focused on one of our LCAP goals of addressing social-emotional learning. This is intended to address the 6.1% suspension rate, as indicated on the dashboard. This work has been improved and will continue to impact social and emotional learning and academic success for all. While the elementary site continues to focus on reading comprehension, we are continuing our work toward vertical alignment of literacy across the content areas for all students and addressing our students' needs in English Language Arts. These teams are using formative and summative data to continue to discover the root causes of these areas of concern. As Dr. Edwards Deming states, "A system is designed to get exactly the results it gets." Seeking a more precise understanding of our system needs, we continue to work to create change in these areas. We have a decreased district-wide suspension rate over the past few year and we anticipate a significant change in our future years due to all of the resources, supports and strategies we have put in place to support student mental health. We utilize a data analysis system and engage in an ongoing conversation about purposeful change. We have seen noticeable changes in student behavior and our response to intervention to improve behavior. We need a system-wide practice that sets clear expectations, offers positive incentives, and a fair, consistent correction system. Many have seen and participated in the ongoing conversation about the PBIS system, while others are becoming familiar with its use and giving input to improve its effectiveness. We are working to close the gap and share strategies to benefit our students.

Our school community is supported by the following core values: respect, fairness, honesty, kindness, equality, trust, active listening, encouragement, and compassion. For the last several years, the staff has used the Improvement Science Framework to work on strengthening practices reflected in our three LCAP goal areas.

The California Dashboard Data indicated that:

English learners are at a medium performance level in chronic absenteeism and low performance level for the Asian student group.

Suspension performance levels are medium for English learners and very low for Asian, homeless, and two or more races.

54.3% of our English learners are making progress towards English language proficiency.

The hard work of our students and staff have paid off and we are beginning to see systems change and as result our data is beginning to show the progress made over the past few years.

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.

Though the design of a unified approach to providing the best opportunities to our students is at the core of our work, the staff shortage to implement the practices has been challenging for our rural school district.

We have simplified our action plan and purpose regarding specific improvement cycles for the eight improvement teams. We are using a strategic plan to tell the story of our student's learning journey. Each of our eight improvement teams has designed a Theory of Action to drive their purposeful work in the years to come. The Theory of Action document communicates the goals and actions of each team with educational partners to seek input to improve current practices. Our greatest need within this area is to continue to strengthen communication and seek input from educational partners regarding current practices and how to best serve our students. We continue to engage in the work of our Improvement Teams and seek the best outcomes for all students.

Four of our Improvement Teams are focused on LCAP Goal 1: Literacy across the content areas. Each team has a specific focus area, but teams often collaborate and share learning experiences. The other four Discovery Teams investigate, learn, notice, and establish best practices to support student success. The teams are as follows: Universal Design for Learning, Math Vertical Alignment, Special Education Systems, and Foundational Reading Development. Each team participates in professional learning to better understand the content and Improvement Science to increase student learning.

The CA School Dashboard shows the following:

High chronic absenteeism rate-13.5% students are chronically absent

Homeless, Hispanic, socioeconomically disadvantaged, Students with Disabilities and white student groups are 2 or more levels below the Asian student group for chronic absenteeism.

Very high suspension rate-6.1% of students are suspended at least one day

Hispanic, socioeconomically disadvantaged, Students with Disabilities and white students are two more performance levels from Asian, Homeless and Two or More Races.

Low performance level in English language arts- 41.4 points below standard

54.3% of English learners are making progress towards English language proficiency.

English language arts is 41.4 points below standard

Socioeconomically disadvantaged Hispanic, English learners, socioeconomically disadvantaged, and white student groups are at a low performance level in English language arts and students with disabilities are at a very low level.

Low performance level in mathematics- Math is 62.1 points below standard.

Socioeconomically disadvantaged, Hispanic, English learner, white are at the low performance level and the students with disabilities student group is at very low performance level in mathematics.

13.5% of students were chronically absent. The performance level is very high for homeless students. Hispanic, socioeconomically disadvantaged, students with disabilities, and white have a high performance level in chronic absenteeism.

6.1% of students were suspended at least one day.

Socioeconomically disadvantaged, white and students with disabilities are at a very high performance level and Hispanics are at a high performance level for the suspension rate

English Language Arts continues to be addressed through reading interventions, Universal Design for Learning (UDL) and increased social and emotional learning, prescriptive Response to Intervention (RtI), and the discoveries of the teams above. We have closed learning gaps, yet continue to work on a vertical and universal design for instruction and learning. Our English language arts performance level is 41.1 points below standard. Our students with disabilities show a very low performance level and the English learners, Hispanic, Socioeconomically Disadvantaged and White student groups are at a low performance level.

Math continues to be a concern as the California School Dashboard indicates that we are 62.1 points below standard. Our students with disabilities show a very low performance level and the English learners, Hispanic, Socioeconomically Disadvantaged and White student groups are at a low performance level.

Both of our schools are identified for Additional Targeted Support and Improvement (ATSI). SCOE shared the data that identified us for ATSI and our team reviewed the Dashboard data. We noted that our students with disabilities have a high suspension rate and are performing 199 points below standard in math and 92 points below standard in English language arts. Our white students have a high rate of suspension at 9.4% and our homeless students have a high rate of absenteeism at 22.6%. We will use our implementation teams to target these student groups as well as write actions in our School Plan for Student Achievement.

Our four Implementation Teams are testing and targeting improvement theories within an established practice. The teams are as follows: Social and Emotional Learning (one at each school site), Community Engagement, and Positive Attendance.

Our focus on social-emotional learning through trauma-informed practices, restorative practices, and mindfulness practices will help us address Adverse Childhood Experiences (ACE's). This affects all children. As all children learn strategies for self-regulation and mindfulness, the environment becomes more accessible for learning. We need to continue the work to reduce the number of behavior incidents that impede student learning.

These needs will be addressed through our three goals as we meet the state priorities for our students and through ongoing conversations within our Improvement Teams. We have already seen a marked difference in our current collection of local data regarding behavior incidents.

Our greatest needs are in the area of suspension. At the onset of this past year, suspensions increased as we established a strong support system for our students. Since then, we have seen a positive influence on the culture of our school and the increased safety and sense of belonging among our students. Using our most recent data, our suspension rate is 6.1%. The following student groups have very high and high rates of suspension: socio-economically disadvantaged, white, Hispanic and students with disabilities. We believe our suspension rate will decline with the newly implemented MTSS and PBIS systems. We will also provide staff training in Capturing Kids Hearts and Social-Emotional Learning and provide additional counseling to our most vulnerable students.

Our Community Engagement Team has worked on re-engaging families, encouraging them to attend school events, volunteer in the classroom, and engage in community-centered conversations.

Finally, we will continue to target our students that are chronically absent as we are still seeing the residual effects of COVID. Our students show a high rate of chronic absenteeism with 13.5% being chronically absent. Our Community Schools Coordinator and the Director of Community Schools will continue to work daily to set goals with students and connect their families to resources to remove barriers that prevent positive attendance. We will also continue our attendance campaign.

LCAP Highlights

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

Our district is building capacity and strengthening pedagogy and practice to support students on their comprehensive school journey. We support students from birth to school age and TK through 8th grade. Our goal is to fully understand our district-wide strategic plan, identify the needs of our students, and align our resources to meet those needs. We have strengthened our methods to serve the needs of ALL students through conversation and the use of data to inform our practices. We will continue to support our students as they prepare for college and career opportunities and advance to high school. Improvement Teams (Discovery and Implementation) work together to understand our students' needs and initiate change ideas that have improved students' social and emotional needs and the learning culture at our schools. We are developing vertical alignment across grade levels and content areas. We also provide students with social and emotional learning opportunities to build a stronger sense of belonging in our school community. We have recognized three drivers to

sustain our vision of increased learning in each goal area. As we continue to reveal our specific needs and areas of concern, we will be better prepared to serve our school community by closing the achievement gap.

Improvement Teams meet weekly to communicate and continue to develop our plan to meet our school community's needs and the eight priorities of the state. Through discussion with educational partners and analysis of the dashboard and other local data, we have written our goals to serve our students better. We include discoveries we have made from the data and engage in improvement cycles. We continue to seek a greater understanding of the current needs of our students and the influences of an ever-changing system. As we gain insight from educational partners and specifically from our students, we will strengthen our practices in the following three goals:

- 1) Literacy Across the Content Areas for all
- 2) Social and Emotional Learning
- 3) Strengthening a Safe School Community:

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Staff, parents, students, and the School Board have collaborated through formal brainstorming sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

Annual Update: Throughout the 2022-2023 school year, the District communicated with educational partners regarding implementing LCAP strategies and progressing toward goals. To evaluate the effectiveness of the LCAP, the District presented data on all required state and local metrics to all educational partners.

All educational partner groups provided input regarding goals, metrics, and actions. The district prioritized the suggestions based on identified areas of need. Four new student leaders have joined our LCAP Team and have facilitated meetings engaging educational partners and seeking input into our priorities.

Monthly: Implementation and Discovery Teams report to the governing board monthly. They provide up-to-date data and explain the current progress within their Theory of Action.

Year-round: Bi-weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.

Weekly Staff Bulletins communicate information about our goals and actions, as well as provide resources to support staff in accomplishing specific LCAP goals.

Ongoing: Resources are provided throughout the year and collected in an online library that supports our three LCAP goals.

Year-round: Individual meetings with classified staff, certificated staff, small groups, parents, students, and principals to identify areas of concern for their students.

Year-round: Chats with the Principal with parent/community members to assist in developing actions/services within the LCAP. We are developing an Essential Playbook that identifies the essentials of a successful school district as it focuses on LCAP goals.

Winter: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results.

Winter: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators

Year-round: Weekly meetings with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school system running efficiently and effectively. Feedback is solicited to make continuous improvements to our plan.

Fall and Spring: Presentation to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP.

Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary.

Winter and Spring: Presentation to the Governing Board at the regular meeting on Educational Educational Partner Input Meetings - input, revision, and summary.

Spring: Staff Meeting and surveys for feedback on LCAP.

Spring: Bargaining Unit meeting to receive feedback on LCAP took place during staff meetings.

Spring: Parents of Special Education students feedback on LCAP
Spring: School Site Council meetings to receive feedback on LCAP.
Spring: Parent Meeting and parent surveys on feedback for the development of the LCAP.
Spring: Parent, staff, and student survey data to inform the local indicators and LCAP development.
Spring: SELPA Director was provided with the plan.
June 13, 2023: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting.
June 16, 2023: LCAP Annual Update, Budget Overview for Parents, 2021-2024 LCAP, and budget adopted at a special board meeting.

A summary of the feedback provided by specific educational partners.

Educational partners had a significant role in providing feedback and refining our plan. After reviewing local and state data and our current actions, services, and goals in our draft plan, educational partners brainstormed our areas of strength and challenges in each of the eight state priorities. We prioritized the areas that educational partners suggested and developed the final plan. We brought back the final plan to all of our educational partners for further feedback. Finally, our LCAP Committee and Governing Board approved the 2023-2024 plan. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Draft goals, actions/services, and summary of proposed LCAP changes presented and input solicited from the following groups:

- * School Board-The board was appreciative of all the work done by staff the last few years and support the continued improvement efforts. No suggestions were provided for changes to the LCAP. The LCAP is a standing agenda item and therefore the board is kept abreast of the LCAP progress monthly.
- * School Site Council/LCAP Committee-The LCAP Committee provided feedback for refining our systems. They expressed interest in adding Reading Literacy Coach. The district office will undergo a redistribution of duties to be more efficient.
- * Bargaining Unit/Faculty-see below for comments from staff surveys. All staff members were provided surveys for feedback on the LCAP.
- * Parent, staff, and student surveys:
Staff surveys (Classified and certificated)- Staff stated that they believe they do a great job of emphasizing academics and track students that struggle. They believe they have many layers of support to assist students who need additional support both academically and socially. Staff believe that families set high expectations for the students and that the school promotes academic success. However, staff were concerned about the disruptive student behavior. They would like to see professional learning opportunities in behavior management for dealing with difficult students. Additionally, one staff member expressed that don't feel heard and are hoping that next year they'll have a bigger say in the teams they're on and what schedules/recess/lunch need to be changed. The staff indicated that they would like to refine the execution of Special Education program. Staff also indicated that students need to learn grit. Staff overwhelmingly agreed that the school places a priority on helping students with their social, emotional, and behavioral problem.

Parent surveys- Overall parents appreciate the tutoring and extra support their student(s) receive, they appreciate the office staff, the support staff and the counselor. Parents also appreciate the staff communication and the prompt response they receive when they contact the staff

about concerns. Parents believed the district could improve the following ways: Several parents noted that they would like concerns addressed when brought to the school attention, multiple parents expressed concerns about students not making the progress compared to other schools, provide transition time for students with disabilities into the regular education class, one parent was concerned about a specific classroom that has a very distracting classroom environment, it takes too long to provide existing IEP students with services that are new to the school, parents would like the teachers to communicate if they have concerns about a student instead of only providing progress through the Aeries portal, parents believe the communication from certain teachers is inconsistent, parents would appreciate a mid-year parent conference to discuss student progress, implement a bully free policy on the buses, implement school wide classroom management as disruptive behaviors are concerning and counter productive to the learning environment, and parents would like to see consistency in the the behavior expectations.

Student surveys-Students believed strongly that staff cared about them and expected them to do their best all of the time. Mental health was a concern for students. Students expressed concerns that they had been worried and had difficulty expressing their feelings in the past week.

* SELPA-The plan was submitted to the SELPA for review but we did not receive any suggestions for revision.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After reviewing the data, we identified areas of concern with our students with disabilities, white, Hispanic, English Learners, and low-income students. Chronic absenteeism, suspensions, and academics show a need for improvement based on local and state data. New actions have been placed in the actions to support these areas of concern. We refined many of our actions/services based on the feedback from parent, staff and student surveys. We plan to add a music teacher, a social worker/Community School Coordinator, and a Literacy Coach. Literacy will be our academic focus for the next several years. We are also restructuring the District Office to make it more efficient. Finally, we will continue to refine our problems of practice and our eight Improvement Teams. Parents indicated the need for improvements in classroom management and behavior. We will work as a district to refine our Positive Behavior Intervention and Supports (PBIS). We will target our student groups that are struggling to meet academic and behavioral growth and we will use the guidance of professional learning sessions from various experts in the specific field of our strategic plan for unified improvement. Educational partners' input has clarified these needs and will guide the continued work in our district. A new principal with social emotional learning strengths will be added to the primary school as well as a vice principal/TOSA to the elementary school.

We will continue to offer expanded learning opportunities to our students during scheduled vacations, after school, and summer school/camps.

Goals and Actions

Goal

Goal #	Description
1	Literacy across the content areas for all.

An explanation of why the LEA has developed this goal.

Each Discovery Team will focus on literacy across the content areas for all. Each team has a specific area of concern and problem statement that will drive their improvement cycles. Our faculty and staff have developed a strategic plan to develop vertical alignment across the content areas including the areas of curriculum, assessment, and instructional practices. We use improvement science tools to organize our thoughts, seek input, and develop a strategic plan. We will provide students with targeted and strategic support based on their identified academic and social needs. Student engagement, social-emotional learning, interventions, and explicit direct instructional strategies will be a focus in the next few years as evidenced by our goals and actions throughout the LCAP. We will continue to develop meaningful assessments in order to determine students' needs and strengthen instructional practices to respond to those needs.

We believe that literacy skills are the building blocks for effective communication. Our students will apply these skills in school, work, and relationships. Literacy across the content areas helps students: 1. think critically, ask questions, and communicate effectively 2. address challenges 3. reach their full potential.

We plan to increase services for our most at-risk students by providing academic, behavioral, and social-emotional support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator Teacher Credentialing	94% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	93% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials	100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials		100% of our teachers are highly qualified. All newly hired teachers will be highly qualified, and will have appropriate, current teaching credentials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator State Standards Implementation District administered survey for implementation of standards	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.	100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.		100% implementation of academic content and performance standards adopted by the state board. 100% teachers implemented the state standards.
State Indicator Unduplicated Pupils	100% of Happy Valley Union Elementary School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	100% of Happy Valley Union Elementary School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.	100% of Happy Valley Union Elementary School District programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.		100% of HVUESD (Happy Valley Union Elementary School District) programs and services are developed and provided to unduplicated pupils as well as individuals with exceptional needs.
Local Indicator Broad Course of Study- The School Master Calendar reflects programs and services developed and provided to unduplicated pupils, pupils with exceptional	100% of students provided a broad course of study	100% of students provided a broad course of study	100% of students provided a broad course of study		100% of students provided a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs, as well program services.					
Local Indicator Local Assessments, Star Reading, SBAC, iReady Reading, iReady Mathematics, Star Math, BPST	<p>Kindergarten Data 83% of students mastered upper case letter recognition 76% of students mastered lower case letter recognition 61% of students mastered upper case letter sounds 61% of students mastered lower case letter sounds</p> <p>iReady Math Diagnostic at or above grade level standard</p> <ul style="list-style-type: none"> 1st grade: 15% 2nd grade: 24% 3rd grade: 16% 4th grade: 38% 5th grade: 15% <p>iReady Reading Diagnostic-at or above grade level standard</p>	<p>Kindergarten Data 83% of students mastered upper case letter recognition 76% of students mastered lower case letter recognition 61% of students mastered upper case letter sounds 61% of students mastered lower case letter sounds</p> <p>iReady Math Diagnostic at or above grade level standard</p> <ul style="list-style-type: none"> 1st: n/a 2nd grade: 21% 3rd grade: 31% 4th grade: 38% 5th grade: 50% <p>iReady Reading Diagnostic-at or above grade level standard</p> <ul style="list-style-type: none"> 1st grade: n/a 	<p>Kindergarten Data 63% of students mastered upper case letter recognition 46% of students mastered lower case letter recognition 38% of students mastered upper case letter sounds 38% of students mastered lower case letter sounds</p> <p>iReady Math Diagnostic at or above grade level standard</p> <ul style="list-style-type: none"> 1st grade: 28% 2nd grade: 22% 3rd grade: 16% <p>iReady Reading Diagnostic-at or above grade level standard</p> <ul style="list-style-type: none"> 1st grade: 34% 		<p>Kindergarten Data 100% of students mastered upper case letter recognition 100% of students mastered lower case letter recognition 100% of students mastered upper case letter sounds 100% of students mastered lower case letter sounds</p> <p>iReady Math Diagnostic at or above grade level standard</p> <ul style="list-style-type: none"> 1st: 45% 2nd: 54% 3rd: 46% 4th: 68% 5th: 45% <p>iReady Reading Diagnostic-at or above grade level standard</p> <ul style="list-style-type: none"> 1st grade: 59% 2nd grade: 74% 3rd grade: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 1st grade: 29% • 2nd grade: 44% • 3rd grade: 68% • 4th grade: 47% • 5th grade: 24% <p>STAR Math Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 4th grade: 33% • 5th grade: 10% • 6th grade: 19% • 7th grade: 14% • 8th grade: 19% <p>STAR Reading Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 4th grade: 63% • 5th grade: 29% 	<ul style="list-style-type: none"> • 2nd grade: 32% • 3rd grade: 70% • 4th grade: 38% • 5th grade: 10% <p>STAR Math Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 4th grade: 59% • 5th grade: 63% • 6th grade: 21% • 7th grade: 40% • 8th grade: 38% <p>STAR Reading Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 4th grade: 61% • 5th grade: 39% • 6th grade: 42% 	<ul style="list-style-type: none"> • 2nd grade: 32% • 3rd grade: 47% • 4th grade: n/a • 5th grade: n/a <p>STAR Math Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 1st grade: n/a • 2nd grade: 55% • 3rd grade: 47% • 4th grade: n/a • 5th grade: n/a • 6th grade: n/a • 7th grade: n/a • 8th grade: n/a <p>STAR Reading Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 1st grade: n/a • 2nd grade: 44% • 3rd grade: 30% • 4th grade: n/a • 5th grade: n/a • 6th grade: n/a • 7th grade: n/a • 8th grade: n/a 		<ul style="list-style-type: none"> • 4th grade: 77% • 5th grade: 54% <p>STAR Math Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 4th grade: 63% • 5th grade: 40% • 6th grade: 49% • 7th grade: 44% • 8th grade: 49% <p>STAR Reading Assessment-at or above grade level</p> <ul style="list-style-type: none"> • 4th grade: 90% • 5th grade: 59% • 6th grade: 66% • 7th grade: 60% • 8th grade: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • 6th grade: 36% • 7th grade: 30% • 8th grade: 30% <p>30% of all class literature will be non-fiction</p> <p>40% of Kindergarten students mastered sound/ letter recognition;</p> <p>60% will be proficient on the reading fluency passage</p> <p>60% of 1st grade students were able to blend sounds into words-digraphs</p> <p>40% 1st graders will be at Grade Level in reading fluency as measured by DIBELS</p> <p>60% 2nd grade students mastered</p>	<ul style="list-style-type: none"> • 7th grade: 43% • 8th grade: 22% <p>We changed what we are reporting this year.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>long vowel/short vowel combinations</p> <p>60% 2nd graders at Grade Level in reading fluency as measured by DIBELS</p>				
<p>State Indicator CA School Dashboard Smarter Balanced Assessment English Language Arts</p>	<p>English Language Arts All students 29.9 points below standard ORANGE performance level</p> <p>Districtwide Data 51.1% of all students met or exceeded standard in English language arts</p> <p>48.54% of 3rd graders at or above standards 49.46% of 4th graders at or above standards 51.68% of 5th graders at or above standards 50.01% of 6th graders at or above standards 51.37% of 7th graders at or above standards 49.41% of 8th graders at or above standards</p>	<p>2021-2022 English Language Arts No CA School Dashboard for academics due to COVID</p> <p>Districtwide Data 23.56% of all students met or exceeded standards in English language arts</p> <p>43.59% of 3rd graders at or above standard 40.47% of 4th graders at or above standard 18.92% of 5th graders at or above standard 20% of 6th graders at or above standard 23.91% of 7th graders at or above standard 16.37% of 8th graders at or above standard</p>	<p>2022-2023 English Language Arts All students at a low performance level 41.4 points below standard</p> <p>Districtwide Data 32.8% of all students met or exceeded standards in English language arts</p> <p>59.62% of 3rd graders at or above standard 36.36% of 4th graders at or above standard 41.51% of 5th graders at or above standard 8.16% of 6th graders at or above standard 31.82% of 7th graders at or above standard 18.87% of 8th graders at or above standard</p>		<p>English Language Arts All students 30 points above standard BLUE performance level</p> <p>Districtwide Data All students 80% met or exceeded standard</p> <p>70% of 3rd graders at or above standards 60% of 4th graders at or above standards 60% of 5th graders at or above standards 60% of 6th graders at or above standards 60% of 7th graders at or above standards 60% of 8th graders at or above standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator CA School Dashboard Smarter Balanced Assessment Mathematics	<p>2019-2020 Mathematics All students 51.9 points below standard ORANGE performance level</p> <p>Districtwide Data 39.73% of all students met or exceeded standard</p> <p>50.22% of 3rd graders at or above standards 44.94% of 4th graders at or above standards 37.99% of 5th graders at or above standards 38.52% of 6th graders at or above standards 37.84% of 7th graders at or above standards 36.63% of 8th graders at or above standards</p>	<p>2021-2022 Mathematics No CA School Dashboard for academics due to COVID</p> <p>Districtwide Data 19.20% of all students met or exceeded standards in mathematics</p> <p>38.46% of 3rd graders at or above standard 28.57% of 4th graders at or above standard 10.82% of 5th graders at or above standard 17.77% of 6th graders at or above standard 20% of 7th graders at or above standard 18.18% of 8th graders at or above standard</p>	<p>2022-2023 Mathematics All students at a low performance level 62.1 points below standard</p> <p>Districtwide Data 25.51% of all students met or exceeded standards in mathematics</p> <p>50.94% of 3rd graders at or above standard 32.56% of 4th graders at or above standard 28.30% of 5th graders at or above standard 4.08% of 6th graders at or above standard 25.58% of 7th graders at or above standard 11.32% of 8th graders at or above standard</p>		<p>Mathematics All students 30 points above standard BLUE performance level</p> <p>Districtwide Data 60% met or exceeded standard</p> <p>60% of 3rd graders at or above standards 60% of 4th graders at or above standards 60% of 5th graders at or above standards 60% of 6th graders at or above standards 60% of 7th graders at or above standards 60% of 8th graders at or above standards</p>
State Indicator AP EAP Course Completion	<p>HVUESD is a TK-8 school district; therefore, the following metrics do not apply:</p> <p>1. The percentage of pupils who have passed an advanced</p>	<p>HVUESD is a TK-8 school district; therefore, the following metrics do not apply:</p> <p>1. The percentage of pupils who have passed an advanced</p>	<p>HVUESD is a TK-8 school district; therefore, the following metrics do not apply:</p> <p>1. The percentage of pupils who have passed an advanced</p>		<p>HVUESD is a TK-8 school district; therefore, the following metrics do not apply:</p> <p>1. The percentage of pupils who have passed an advanced</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>placement examination with a score of 3 or higher</p> <p>2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness</p> <p>3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks</p>	<p>placement examination with a score of 3 or higher</p> <p>2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness</p> <p>3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks</p>	<p>placement examination with a score of 3 or higher</p> <p>2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness</p> <p>3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks</p>		<p>placement examination with a score of 3 or higher</p> <p>2. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness</p> <p>3. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks</p>
State Indicator English Learner Proficiency Indicator	36.7% making progress towards English Language proficiency	12% making progress towards English Language proficiency	54.3% making progress towards English Language proficiency		80% making progress towards English Language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator English Learner Proficiency Indicator	Reclassified English Learner 10 students-No data due to privacy concerns	0% student reclassified English Learner	20% student reclassified English Learner		50% Reclassified English Learners
State Indicator CA standards aligned curriculum Staff Survey	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards	100% of students have access to Common Core State Standards aligned instructional materials. 100% of instructional materials are aligned to Common Core State Standards		100% of students will have access to Common Core State Standards aligned instructional materials. 100% of instructional materials will be aligned to Common Core State Standards
Local Indicator Parent Surveys	Parent survey indicates that 65% believe that the school provides opportunities for families and community members to express their needs and give input.	Parent survey indicates that 73.4% believe that the school provides opportunities for families and community members to express their needs and give input.	Parent survey indicates that 79.4% believe that the school provides opportunities for families and community members to express their needs and give input.		Parent survey indicates that 90% believe that the school provides opportunities for families and community members to express their needs and give input.
State Indicator California Science Test	2019-2020 California Science Assessment 60% proficiency in the area of science	2020-2021 California Science Assessment The CAST was not administered due to COVID.	2022-2023 California Science Assessment 29.45% proficiency in the area of science		80% proficiency in the area of science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicators Parent Survey	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.	100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.		100% parents were provided an opportunity to participate in the decision making process through the School Site Council, Parent Club, and Governing Board meetings.
Local Indicator Access to instructional materials	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.	100% Williams Quarterly reports show that all students have access to instructional materials.		100% Williams Quarterly reports will show that all students have access to instructional materials.
Local Indicator • Student Survey Results	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade	100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade		100% of all K-8 students has access to technology to use as a tool for accessing common core state standards. 1:1 Chromebooks K-8th grade

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Broad Course of Study with Highly Effective Teachers	<ul style="list-style-type: none"> Employ highly effective teachers, focused on high-quality, standards-based curriculum and instruction. District will maintain Common Core-aligned materials, and the curriculum will be evaluated by faculty and adopted as scheduled. 	\$1,936,102.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Teachers, staff, students, and educational partners utilization of technology and augment the curriculum. • Administrator will monitor the Master Schedule to ensure a Broad Elementary Course of Study is offered as required by EC 51210 and 5120 as applicable. • Character-strengthening skills and college and career readiness will be included in daily learning opportunities • Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STREAM, GATE, Math Counts, small group activities, and online courses. • Staff will use technology to augment the curriculum. • Physical Education equipment will be used to promote healthy learning • 6th, 7th and 8th Grade elective period-supplies • Supplies and books for UDL/STREAM-related activities • Services and other operating expenditures and licenses and subscriptions related to services • School will maintain one-to-one Chromebooks for students in grades K to 8th. • Annual instructional material adoptions • Supplemental materials purchased to enhance CORE curriculum 		
1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	<ul style="list-style-type: none"> • Maintain smaller class sizes in order to support differentiated academic access. <p>*Maintain teachers and para-educators to provide a quality education.</p> <ul style="list-style-type: none"> • The use of technology and data analysis will inform prescriptive/differentiated instruction. • Staff will continue to investigate the root causes of low-performing students and apply strategies to increase student learning. 	\$933,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Progress monitoring through diagnostic testing will take place in reading/English language arts and mathematics at least four times per year in 1st-8th grade students. <p>* Teach and implement visual student goals</p> <p>* L to J academic goals and improvement strategies</p> <p>* Student Focus Team will respond to Tier 2 and 3 student behaviors with interventions and supports</p> <p>* Tutoring (in person and online)</p> <p>* Universal Design for Learning</p> <ul style="list-style-type: none"> • Interventions will be provided to foster students, English Learners, low income students, and students with an identified need. • Continue to engage in Implementation and Discovery Team meetings to analyze data to increase learning and employ improvement cycles. <p>The Special Education team will participate in Discovery and Implementation meetings in order to ensure the success of all students and align practices</p> <ul style="list-style-type: none"> • Summer school will be offered for intervention and enrichment K-8th grade <p>*Maintain summer program with program partners (Project SHARE)</p> <p>*Expanded Learning Opportunities are offered during holiday breaks and summer.</p> <p>*Saturday school for student attendance make-ups</p> <ul style="list-style-type: none"> • District-wide assessments will be used to show growth, identify needs, and provide summative data to guide further improvement at the state level • Student programs, staff engagement, strong communication, opportunities and resources will address kindergarten readiness, continued student support for all students from TK-8th grade and provide a sense of belonging as families engage in the educational process. <p>* Systems of Support</p> <p>*Catalyst mentoring (18 Tier 2 students)</p> <p>* Neurofeedback (Tier 3 Services)</p> <p>* Botvin Life Skills (Tier 1)</p> <p>* Peer mentoring</p>		

Action #	Title	Description	Total Funds	Contributing
		* Kelvin Pulse Data is used to identify needs		
1.3	Professional Development by Specific Design	<ul style="list-style-type: none"> • A specific emphasis will be placed on professional development to support English learners, foster youth, low-income, and special education needs. • Staff training: collaboration, data analysis, instructional coaching, establishing expected learner outcomes, and developing high-quality instruction and student learning. • Google training and technology support will be given to all employees • Standards-based curriculum professional development will be provided for instructional staff • Paraprofessionals will receive professional development in order to increase access to literacy across the content areas. They will receive training in SIPPS reading/interventions and other programs to support students and increase learning. <p>* Provide staff with professional development surveys</p> <p>* Universal Design for Learning will be utilized to provide engaged learning</p> <p>* Improvement Science processes will provide ongoing, purposeful improvement.</p> <p>* Use PD staff survey to identify needs for learning. Teachers and staff may request individual professional development opportunities.</p> <p>* Mentors for new teacher support will be provided.</p>	\$107,946.00	No
1.4	English Learner Services	<ul style="list-style-type: none"> • Using the English Learner Road Map as our guide, we will provide our English Learners with the following strategies: • Language development will occur in and through subject matter learning and is integrated across the curriculum, 	\$19,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>including integrated and designated English Learner Development.</p> <ul style="list-style-type: none"> • Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. • Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas. • English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. • Students’ home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. • Parents will be encouraged to participate in their child’s education. • Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. • Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners. • English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum • English Learner students will be monitored for annual progress. • English Learner students are provided with both designated and integrated support within the school day. • Bilingual paraprofessionals will support English Learners. 		

Action #	Title	Description	Total Funds	Contributing
1.5	Communication/Sense of Belonging	<ul style="list-style-type: none"> * Engaging in our social media platform (Facebook, Website) * Increase school-wide attendance by the end of each monthly attendance cycle * Discovery and Implementation Teams will be given time to share the story of their improvement cycles with educational partners during collaboration meetings. * Each team identified a specific problem of practice and works to improve it throughout the year. * A new website provides educational partners with a strong communication tool that will keep them informed about our goals and what we have to offer our school community. * Parent Square is used to communicate with educational partners and provides an opportunity for educational partners to give input *Monthly parent engagement collaborative meetings *These communication tools also address LCAP Goals 2 and 3. *Connect to Student Success Meetings 	\$20,350.00	No
1.6	College Career Readiness	<p>TRIO College Career Readiness provides opportunities to all students, including unduplicated students.</p> <p>TRIO College and Career Readiness</p>	\$469.00	No
1.7	Foster Youth and Homeless Youth Services	<p>District Community-Family Liaison provides support to families and helps to align community resources to student and family needsWe provide the following support for Foster and Homeless Youth:</p> <p>Coordinate with caseworker and attendance staff.</p> <p>Ensure that transportation is not a barrier.</p>	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance.</p> <p>Help them to find a quiet and supportive place to work and study.</p> <p>Develop “success plans” with goals, steps, services, and accountability.</p> <p>Intervene early when students are missing school.</p> <p>Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits</p> <p>Provide training to teachers to create a calm and quiet management style and provide reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules.</p> <p>Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs.</p> <p>Collaborate with county child welfare, probation agencies, and caregivers of youth in foster care including Short-Term Residential Therapeutic Programs (STRTPs) to identify barriers to enrollment and develop procedures for quickly enrolling youth in foster care in school, including enrollment processes and need for distribution of technology</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>and connectivity during periods when remote learning is required due to emergency declarations, natural disasters, or other disruptions.</p> <p>Create/implement policies and practices to ensure all youth in foster care, including all youth in foster care and on probation, regardless of where they live, are identified and given a special designation for purposes of data analysis in the district's student information system (SIS), during the enrollment process and through state and local data matches.</p> <p>Refer students to before/after-school intervention activities, etc.</p> <p>Coordinate with the Homeless and Foster Youth liaison in the district.</p> <p>Reach out to homeless families on a continuous basis.</p> <p>Make sure that the student is enrolled in free and reduced meal program.</p> <p>Assign students a "buddy" to help them learn their way around school.</p> <p>Give the student necessary school supplies, to take home.</p> <p>Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, interventions, etc.).</p> <p>We do not penalize Homeless Youth and Foster Youth students for arriving late to school.</p> <p>Keep some nutritional snacks for those students who might need additional nutrition.</p> <p>Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.</p>		

Action #	Title	Description	Total Funds	Contributing
1.8	Curriculum, Assessment, & Instruction	<ul style="list-style-type: none"> *Assess student needs and evaluate current skills *Use data from assessments to address individual needs *Provide instruction that helps all students achieve *Improve instruction and learning with professional development *Teach literacy skills in all content areas *Provide Universal Design for Learning *Math vertical alignment *Focus on Foundational Reading Skills *L to J Continuous Improvement *Aligning the assessment calendar and refining our district-wide assessment tools 	\$0.00	No
1.9	Special Education Student Services	<ul style="list-style-type: none"> • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be monitored regularly to identify areas of strength and concern for staff to target their areas of need. • Special Education students will be challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. <ul style="list-style-type: none"> * Implement Universal Design for Learning * Student Study Teams strengthen individual plans for all students and identify specific student needs <ul style="list-style-type: none"> • Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) • Our Special Education personnel will be trained in ProAct *The SPED Discovery Team is strengthening-aligning processes to improve outcomes for students with disabilities better 	\$490,099.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Literacy Program Grant	<p>Literacy coach(es) Literacy Professional Development Curriculum Development Reading Specialist</p> <p>Develop school literacy programs and employ and train literacy coaches and reading and literacy specialists. Develop and implement interventions for students in need of targeted literacy support.</p> <p>Paid for by literacy grant funds from the state. Therefore, we are unable to state that is contributes to our unduplicated contribution of increased/improved services. Although, we be directing this funding towards our unduplicated students that are struggling to read.</p>	\$76,716.00	No

Goal Analysis [2022-23]

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.

We added Expanded Learning Opportunities during holiday breaks and summer school. The three year Shasta County Mental Health Grant for tiered Social Emotional Learning was cancelled midway through the grant. We are considering continuing these services for next year as we found them very helpful for our students.

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

We added Expanded Learning Opportunities during holiday breaks. The three year Shasta County Mental Health Grant for tiered Social Emotional Learning was cancelled mid way through the grant. We have decided to continue funding the following: Neurofeedback, Catalyst mentoring (March through May of 2022) We will likely not continue these programs. Action 1.8 Camp Invention kits were not purchased because we went with a different strategy. With staffing challenges, we were not able to implement many of the programs that had been planned.

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

These actions have provided mixed results as evidence by state and local academic data. We are below standard in both math and English language arts. We have implemented interventions and individual student success plans. We have noticed a drop in literacy rates when students transition from the primary school to the elementary school. As a result, we have added interventions and tutoring supports at the elementary site. Our students and staff will set goals and identify areas of strength and need in order to make progress towards this goal. We are also using the funding we received from the state to hire a Reading Specialist and have an academic focus of literacy. We will have 4 Implementation Teams focused on improved literacy that meet weekly to examine data and improvement.

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

Action 1.2 -As the Mental Health Grant ended, we eliminated Catalyst mentoring and Neurofeedback in the 2023-2024 school year. Action 1.3-We added Mentors for new teacher support. We added monthly parent engagement meetings to Action 1.5. We added focus on foundational reading skills and refined districtwide assessment tools under Action 1.8. Action 1.9 We anticipate our psychologist costs to increase due to higher needs. We plan to shift personnel from virtual speech pathology to in-person services. This will free up additional personnel to support students in the classroom. Our data indicated that we needed to focus on literacy so we added Action 1.10 Reading Coaches/Reading Specialists and professional development and reading curriculum. We removed two metrics because they were repeats of metrics within this goal.

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

Goals and Actions

Goal

Goal #	Description
2	Social and emotional learning

An explanation of why the LEA has developed this goal.

The residual effects of COVID have magnified the need for additional social-emotional support and increased suspension rates. Supports and interventions should be put in place to reduce suspension rates. Our suspension rates need to decrease. Student engagement, social-emotional learning, interventions, and explicit direct instructional strategies will be a focus in the next few years as evidenced by our goals and actions throughout the LCAP.

We are designing student-centered character-strengthening learning opportunities for our school community.

We believe that when students are regulated and mindful, they can access learning more successfully. We believe in building a school family and creating a sense of belonging for ALL students. Moreover, we will provide the necessary support to regulate student emotions by building life skills, making connections within the school community, and advancing student achievement.

Using the LCSSP grant funds, we will use the Chronic Absenteeism Coordinator to target students that are chronically absent to eliminate any barriers that are keeping them from attending school.

Our Student Support Team will seek to understand student needs, and meet regularly to coordinate resources as they align with specific student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator California State Dashboard Suspension Rate	2019-2020 RED performance level 6.3% students suspended at least once	No performance level data due to CA School Dashboard reset 6.18% students suspended at least	Very high suspension level 6.1% students suspended at least once		BLUE performance level Less than 2% students suspended at least once

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		once (Data as of May 4, 2022)			
State Indicator California State Dashboard Expulsion Rate	0% expulsion rate	Less than 1% expulsion rate	Less than 1% expulsion rate		0% expulsion rate
State Indicator California State Dashboard Middle School Dropout Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate		Maintain 0% middle school dropout rate
Local Indicator Staff Feedback	All staff received professional development provided for identified areas of need	All staff received professional development provided for identified areas of need	All staff received professional development provided for identified areas of need		All staff received professional development provided for identified areas of need
State Indicator High School Drop Out Rate High School Graduation Rate	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.	Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.		Happy Valley Union Elementary School District is a TK-8 school district; therefore, high school drop out rates, and high school graduation rates do not apply.
Local Indicator: Behavior Intervention	Online Behavior Incident Reports and Assertive Discipline records (formerly called referrals) will be	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor	100% of certificated and classified staff have access to online Behavior Incident Reports to monitor		100% of certificated and classified staff have access to online Behavior Incident Reports to monitor

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	used for ongoing monitoring of behavior interventions. 75% of the staff will use the online referral system	behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system	behavior interventions and supports. 100% of the staff use the online Behavior Incident Reports system		behavior interventions and supports. 100% of the staff will use the online referral system

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Support	<ul style="list-style-type: none"> • Parent support of the Multi-Tiered, Multi-domain System of Support will be encouraged through parent engagement meetings and outreach. (Parent Square, Facebook, meetings, website, phone calls home, home visits, parent engagement events, etc.) • Parent meetings will address the differentiated needs of specific student groups. • Resources and support will be provided through our website, letter/bulletin communication, on-site resources, and other forms of communication and outreach. • Family/Community Liaisons will provide outreach and support such as technology, curriculum, and outside service referrals. • Surveys will be given, and meetings will be held to engage parents and community input • Parents will be invited to events to give input once per trimester • Families, students, staff, and the community are invited to attend events and activities. • Technology displays will promote events, school bulletin, and community events. • Behavior Coach will teach strategies for student self-regulation 	\$94,395.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Trauma Informed Practices/Social Emotional Learning Professional Development/Student Engagement	<ul style="list-style-type: none"> • Professional development in trauma-informed practices, restorative practices, and Social Emotional Learning (SEL) will provide ongoing support to ALL students and address specific student needs of social-emotional learning needs. • Professional development will be offered to classified and certificated personnel to enhance their knowledge of the above topics as well as professional development in behavior coaching for students. • Improvement science tools will be used to build capacity and guide SEL practices. • Shared Google documents are used to identify student needs, strengthen communication among staff, and help students make connections with staff. • Volunteers, provided by outside organizations, will assist students and address student interests, and provide opportunities • Field trips to support academic achievement, college and career readiness, and social-emotional learning will advance student achievement and create a sense of belonging. • Professional development will be provided to select staff at each school <p>* Professional development opportunities for new teachers will include Capturing Kids Hearts, Restorative Practices, L to J Improvement Science, Positive Behavior Interventions and Supports, and Improvement Team introduction.</p> <ul style="list-style-type: none"> • A full-time counselor will facilitate small group counseling, Mindfulness practices, and other mental health-related counseling related to education. • Mindfulness Practices will be offered on the primary and elementary sites 	\$103,344.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Social-emotional counseling will support students with disabilities, foster students, and other students with identified needs. 		
2.3	Data Analysis and Screening Protocols	<ul style="list-style-type: none"> * Our staff will continue to analyze data to inform social and emotional learning. * Administrators and classroom teachers will continue to disaggregate data to inform the improvement of our district-wide system. * Continue to engage in Implementation Team meetings to analyze data to increase learning and employ improvement cycles. * Staff will meet at least twice monthly with Positive Behavior Interventions & Supports and other leadership teams to implement and calibrate PBIS with integrity from TK-grade * Implementation Teams will analyze data and discuss change ideas to inform the implementation of Positive Behavior Interventions & Supports. * Utilize technology that supports implementing a Multitiered System of Support, Positive Behavior Intervention & Supports, Social Emotional Learning, and the communication necessary to support students and our school community. * Student Focus Teams meet weekly to support students with Tier 2 and Tier 3 needs. * Behavior Intervention Reports provide clarity to improve the environment and student behavior expectations and improve student outcomes. * Communication with families will inform our continuous improvement cycles. * Individual Student Support Plans provide a clear understanding of student progress in our three goal areas and communication among teachers and staff about each child's journey * Student Study Team meetings focus on student progress, success, and areas of concern. * Administer Healthy Kids Survey * Kelvin Pulse Data 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Community Day School	<ul style="list-style-type: none"> Community Day School will focus on differentiated instruction to meet the needs of all students in the program. Community Day School teacher and paraprofessionals will attend professional development in literacy across the content areas and social-emotional learning. Staff will investigate other Community Day School and alternative placement sites to improve the Community Day School system. Community Day School staff will work with behavior specialists to develop a system for student academic and Social Emotional Learning success. Our Community Day School personnel will attend professional development sessions that will improve the Community Day School system and student learning. Hire a reading specialist using funds from CDE specifically targeted to schools with high poverty rates. All Community Day School personnel will be trained in ProAct 	\$163,262.00	Yes
2.5	Friday Night Live & California Youth Partnership	Friday Night Live & California Youth Partnership provide mentorship to students with a focus on healthy choices and character building	\$0.00	No
2.6	Professional Development	<ul style="list-style-type: none"> Coaching opportunities will focus on Multi-Tiered Multi-domain System of Support (MTMDSS), Positive Behavior Interventions & Supports, and, specifically, expanding to strengthening the MTMDSS supports All staff will be trained in Multi-Tiered Multi-domain System of Support (MTMDSS) and Positive Behavior Interventions & Supports 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Professional development will focus on MTMDSS and provide support to teachers and staff in the areas of our 3 goals: literacy, social-emotional learning, and a safe engaging school community. • A specific emphasis will be placed on professional development to support English learners, foster youth, low-income, and special education needs. • Employ highly qualified support staff to guide Social and Emotional Learning within the Multi-Tiered Multi-domain System of Support system while providing Positive Behavior Interventions & Supports to ALL students. • Utilize technology that supports the implementation of a Multi-Tiered Multi-domain System of Support, Positive Behavior Interventions & Supports, Social Emotional Learning, and the communication necessary to support students and our school community. <p>*Universal Design for Learning provides engaging instruction and learning opportunities in all goal areas. *School-wide and classroom-level improvement cycles establish and strengthen district-wide alignment to meet the needs of all students.</p>		
2.7	Student Supports	School Counselor and School Psychologist Vaping awareness for students Peer mentoring-Grade level buddies assist students in creating positive culture at school Elevate Youth small groups	\$171,738.00	No

Goal Analysis [2022-23]

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.

All actions and services in this goal were implemented. We were able to add more counseling services as we agreed to be a part of the Shasta County Health and Human Services grant. We added peer mentoring and vaping awareness to student supports. Our Implementation Teams have proved beneficial. Each staff member is assigned to a team where they analyze data and put an action plan in place to target the identified area of need(s). The Community Day School is used by other districts in the south county and has helped students refocus on learning and receive additional mental health services. Additionally, the Community Day School received additional funds to hire a full-time reading interventionist.

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

We hired a reading specialist using funds from CDE specifically targeted to schools with high poverty rates and low CAASPP scores. With staffing challenges, we were not able to implement some of the programs that had been planned.

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

These actions were mostly effective at meeting the goal with the exception of student suspensions and expulsions. We continue to have a very high suspension rate and we are exploring alternatives to suspension. We will refine our Multi-Tiered System of Support to address our students mental health and academic needs. Staff will also review the Positive Behavior Intervention and Support data to identify areas of refinement and ensure consistency across both school sites. Using the Differentiated Assistance model, we will work with SCOE to identify areas in need of improvement and implement new actions based on the data.

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

Action 2.3- We eliminated CAASPP as it was repeated in another action. Action 2.4 We are considering alternative to ProAct Training. We added Kelvin Pulse Data and Healthy Kids data to our Local Indicator Report. Finally, we added to Action 2.7-peer mentoring.

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

Goals and Actions

Goal

Goal #	Description
3	Strengthening a safe school community.

An explanation of why the LEA has developed this goal.

We want to continue to provide an inviting, safe school. Additionally, we want to focus on reducing absences using our individual student plans and the Chronic Absenteeism Coordinator to address the barriers students face to attending school. The following student groups have a high rate of chronic absenteeism: 22.6% Homeless, 18.2% Hispanic, 14.1% Socioeconomically Disadvantaged, 17.6% Students with Disabilities, 18.2% American Indian and 13.3% White. We believe that students need to be at school for direct instruction in order to grow academically.

We believe we are better together through: meeting the student needs, parent/teacher-student connections, a safe school community, and family/community engagement. It is our goal to provide a strong sense of belonging in a safe school community.

Summer projects to improve and maintain facilities are needed.

We need to address challenges of student truancy (chronic absenteeism) and support pupils who are at risk of dropping out of school; especially our Native American students. We also would like to add Restorative Justice Practice training for our entire staff.

There is a need to provide all staff with professional development in restorative justice practices and strategies to support our most at-risk students and provide them with the necessary skills to solve problems.

For the past three years, we have been identified for Differentiated Assistance (DA) and have put strategies in place to target our student groups that have a high number of absences. We have also established an attendance campaign for next year. We will encourage students to attend school and provide engaging lessons and extra curricular activities. The Shasta County Office of Education met with the principal/superintendent to discuss data that identified our school for Differentiated Assistance in chronic absenteeism and identify actions for improvement. We have put actions within our LCAP to address these concerns.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator • Staff Survey Results	37.8% of staff returned their survey 65.4% feels the District provides adequate time for teacher collaboration 90% of staff takes pride in the appearance of the schools 95% of staff feel safe at school 90% of staff feel that rules and consequences are fair and clearly communicated to students 76% of staff feel that they get useful feedback from administration concerning their teaching 46.4% of staff feel that parents are actively involved with the school	We have 67 employees and 41 of the employees responded to the survey. We have also refined the survey questions this year. 87.8% agree or strongly agree this school sets high standards for academic performance for all students. 83% agree or strongly agree this school emphasizes teaching lessons in ways relevant to students. 83% agree or strongly agree the programs and resources at this school are adequate to support students' learning. 53.6% believe there is severe or moderate problems with disruptive student behavior.	These results are now reported in the Local Indicator Report that accompanies the LCAP.		100% agree or strongly agree this school sets high standards for academic performance for all students. 100% agree or strongly agree this school emphasizes teaching lessons in ways relevant to students. 100% agree or strongly agree the programs and resources at this school are adequate to support students' learning. 0% believe there is severe or moderate problems with disruptive student behavior. 100% agree or strongly agree I can manage almost any student behavior problem.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>92.9% of staff feel that parents are made to feel welcome at school</p> <p>57% of staff feel that the District provides relevant professional development opportunities</p>	<p>70.7% agree or strongly agree I can manage almost any student behavior problem.</p> <p>61% agree families are aware of the behavioral expectations for their children.</p> <p>48.8% believe that there are quite respectful relationships between staff and students.</p> <p>95.1% agree or strongly agree this school places a priority on addressing students' mental health needs.</p> <p>97.6% agree or strongly agree this school places a priority on helping students with their social, emotional, and behavioral problems.</p> <p>100% agree or strongly agree this</p>			<p>100% agree families are aware of the behavioral expectations for their children.</p> <p>100% believe that there are quite respectful relationships between staff and students.</p> <p>100% agree or strongly agree this school places a priority on addressing students' mental health needs.</p> <p>100% agree or strongly agree this school places a priority on helping students with their social, emotional, and behavioral problems.</p> <p>100% agree or strongly agree this school provides quality counseling or other services to help students with social or emotional needs.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>school provides quality counseling or other services to help students with social or emotional needs.</p> <p>83% agree or strongly agree this school places a priority on teaching students strategies to manage their stress levels.</p> <p>82.9% agree or strongly agree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs.</p> <p>58.5% agree or strongly agree if a student has done something well or makes improvement, staff contact his/her parents.</p> <p>82.9% agree or strongly agree staff do a good job helping parents understand</p>			<p>100% agree or strongly agree this school places a priority on teaching students strategies to manage their stress levels.</p> <p>100% agree or strongly agree this school provides the materials, resources, and training necessary for me to support students' social or emotional needs.</p> <p>100% agree or strongly agree if a student has done something well or makes improvement, staff contact his/her parents</p> <p>100% agree or strongly agree staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>when their child needs to learn social, emotional, and character skills.</p> <p>82.9% agree or strongly agree staff do a good job helping parents to support their children's learning at home.</p> <p>85.3% agree or strongly agree at this school, staff are given the opportunity to take part in decision making.</p> <p>56.1% believe they work with colleagues that have quite or extremely positive attitudes.</p> <p>48.8% believe that on most days, students are quite or extremely enthusiastic about being at school.</p> <p>87.8% agree or strongly agree students are encouraged to get</p>			<p>100% agree or strongly agree staff do a good job helping parents to support their children's learning at home.</p> <p>100% agree or strongly agree at this school, staff are given the opportunity to take part in decision making.</p> <p>100% believe they work with colleagues that have quite or extremely positive attitudes.</p> <p>100% believe that on most days, students are quite or extremely enthusiastic about being at school.</p> <p>100% agree or strongly agree students are encouraged to get involved in extra-curricular activities.</p> <p>100% agree or strongly agree at this</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		involved in extra-curricular activities. 73.1% agree or strongly agree at this school, students are given the opportunity to take part in decision making.			school, students are given the opportunity to take part in decision making.
Local Indicator • Parent Survey Results	**83% Parents/Guardians Responded to the Parent Survey 78% feel their child is valued, respected, and cared about by their child’s teacher; 17% somewhat agree 52% feel their child is receiving a high quality, rigorous education; 33% somewhat agree 57% of parents feel they are well informed about classroom & school events; 27% somewhat agree 63% of parents feel their child’s teacher	22 parents participated in the parent survey. (May 4, 2022) We changed the survey questions to glean different information from our parents. 95.4% agree or strongly agree that Happy Valley emphasizes helping students academically when they need it. 91% agree or strongly agree are aware of the academic expectations for their child(ren).	These results are now reported in the Local Indicator Report that accompanies the LCAP.		Parent Survey We changed the survey questions to glean different information from our parents. 100% agree or strongly agree that Happy Valley emphasizes helping students academically when they need it. 100% agree or strongly agree are award of the academic expectations for their child(ren). 100% agree or strongly agree Happy Valley promotes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>keeps them informed of academic progress; 34% somewhat agree</p> <p>59% of parents feel they are well informed of their child’s behavior at school; 36% somewhat agree</p> <p>78% of parents feel that their child’s teacher is positive & friendly; 13% somewhat agree</p> <p>75% of parents feel welcome at their child’s school; 13% somewhat agree</p> <p>72% of parents feel that the school staff show respect for the students; 22% somewhat agree</p> <p>72% of parents feel the provides a safe & caring environment for their child; 24% somewhat agree</p>	<p>86.4% agree or strongly agree Happy Valley promotes academic success for all students.</p> <p>81.8% agree or strongly agree Happy Valley sets high standards for academic performance for all students.</p> <p>86.3% agree or strongly agree Happy Valley emphasizes teaching lessons in ways relevant to students.</p> <p>81.8% agree or strongly agree the programs and resources at Happy Valley are adequate to support student's learning.</p> <p>0% believe that disruptive student behavior is a severe problem.</p>			<p>academic success for all students.</p> <p>100% agree or strongly agree Happy Valley sets high standards for academic performance for all students.</p> <p>100% agree or strongly agree Happy Valley emphasizes teaching lessons in ways relevant to students.</p> <p>100% agree or strongly agree the programs and resources at Happy Valley are adequate to support student's learning.</p> <p>0% believe that disruptive student behavior is a severe problem.</p> <p>100% believe that disruptive student</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>27.3% believe that disruptive student behavior is a moderate problem.</p> <p>50% believe that disruptive student behavior is a mild problem.</p> <p>22.7% believe that disruptive student behavior is an insignificant problem.</p> <p>59.1% agree or strongly agree that Happy Valley staff manage student behavior issues when they arise.</p> <p>86.4% agree or strongly agree that my family is aware of the behavioral expectations that Happy Valley has for students.</p> <p>0% believe relationships between staff and students are not at all respectful.</p>			<p>behavior is a moderate problem.</p> <p>100% believe that disruptive student behavior is a mild problem.</p> <p>100% believe that disruptive student behavior is an insignificant problem.</p> <p>100% agree or strongly agree that Happy Valley staff manage student behavior issues when they arise.</p> <p>100% agree or strongly agree that my family is aware of the behavioral expectations that Happy Valley has for students.</p> <p>0% believe relationships between staff and students are not at all respectful.</p> <p>0% believe relationships between</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>9.1% believe relationships between staff and students are slightly respectful.</p> <p>0% believe relationships between staff and students are somewhat respectful.</p> <p>54.5% believe relationships between staff and students are quite respectful.</p> <p>36.4% believe relationships between staff and students are extremely respectful.</p> <p>59.1% agree or strongly agree Happy Valley places a priority on addressing students' mental health needs.</p> <p>77.3% agree or strongly agree Happy Valley places a priority on helping students with their social, emotional, and behavioral problems.</p>			<p>staff and students are slightly respectful.</p> <p>0% believe relationships between staff and students are somewhat respectful.</p> <p>10% believe relationships between staff and students are quite respectful.</p> <p>90% believe relationships between staff and students are extremely respectful.</p> <p>100% agree or strongly agree Happy Valley places a priority on addressing students' mental health needs.</p> <p>100% agree or strongly agree Happy Valley places a priority on helping students with their social, emotional, and behavioral problems.</p> <p>100% agree or strongly agree Happy</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>50% agree or strongly agree Happy Valley provides quality counseling or other services to help students with social or emotional needs.</p> <p>86.3% agree or strongly agree Happy Valley places a priority on teaching students strategies to manage their stress levels.</p> <p>54.6% agree or strongly agree Happy Valley provides the materials, resources, and training necessary for me to support students' social or emotional needs.</p> <p>59.1% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement.</p> <p>90.9% agree or strongly agree Happy</p>			<p>Valley provides quality counseling or other services to help students with social or emotional needs.</p> <p>100% agree or strongly agree Happy Valley places a priority on teaching students strategies to manage their stress levels.</p> <p>100% agree or strongly agree Happy Valley provides the materials, resources, and training necessary for me to support students' social or emotional needs.</p> <p>100% agree or strongly agree Happy Valley staff connect with me when my child(ren) has done something well or makes improvement.</p> <p>100% agree or strongly agree Happy Valley staff help families understand</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Valley staff help families understand when children need to learn social, emotional, and character skills.</p> <p>81.8% agree or strongly agree Happy Valley staff do a good job helping families to support their child(ren)'s learning at home.</p> <p>72.7% agree or strongly agree at Happy Valley, parents are given the opportunity to take part in decision making.</p> <p>0% believe that the attitudes of the staff at Happy Valley are not positive at all.</p> <p>4.5% believe that the attitudes of the staff at Happy Valley are slightly positive.</p> <p>13.6% believe that the attitudes of the staff at</p>			<p>when children need to learn social, emotional, and character skills.</p> <p>100% agree or strongly agree Happy Valley staff do a good job helping families to support their child(ren)'s learning at home.</p> <p>100% agree or strongly agree at Happy Valley, parents are given the opportunity to take part in decision making.</p> <p>0% believe that the attitudes of the staff at Happy Valley are not positive at all.</p> <p>0% believe that the attitudes of the staff at Happy Valley are slightly positive.</p> <p>0% believe that the attitudes of the staff at Happy Valley are somewhat positive.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Happy Valley are somewhat positive.</p> <p>50% believe that the attitudes of the staff at Happy Valley are quite positive.</p> <p>31.8% believe that the attitudes of the staff at Happy Valley are extremely positive.</p> <p>On most days, how enthusiastic are Happy Valley students about being at school?</p> <p>0% not at all enthusiastic</p> <p>13.6% slightly enthusiastic</p> <p>36.4% somewhat enthusiastic</p> <p>40.9% quite enthusiastic</p> <p>9.1% extremely enthusiastic</p> <p>81.8% agree or strongly agree students are encouraged to get involved in extra-curricular activities.</p>			<p>10% believe that the attitudes of the staff at Happy Valley are quite positive.</p> <p>90% believe that the attitudes of the staff at Happy Valley are extremely positive.</p> <p>On most days, how enthusiastic are Happy Valley students about being at school?</p> <p>0% not at all enthusiastic</p> <p>0% slightly enthusiastic</p> <p>0% somewhat enthusiastic</p> <p>10% quite enthusiastic</p> <p>90% extremely enthusiastic</p> <p>100% agree or strongly agree students are encouraged to get involved in extra-curricular activities.</p> <p>100% agree or strongly agree at</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		81.8% agree or strongly agree at Happy Valley, students are given the opportunity to take part in decision making.			Happy Valley, students are given the opportunity to take part in decision making.
Local Indicator Parent Engagement- Decision Making	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.	100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.		100% of parents have the opportunity to provide feedback and participate in decision making processes. 100% of parents may participate in programs for unduplicated pupils as well as individuals with exceptional needs.
Local Indicator Parent Engagement- Events	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher	Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher		Parents will have the opportunity to attend a variety of parent engagement activities: Back-to-School Night, Open House, Ice-Cream Social, Curriculum Nights, Sporting Events, Drama Productions, Parent-Teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA	Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA		Conferences, Coffee with the Principal, LCAP Meetings, SITE Council, PTA
Local Indicator Basic Services FIT Report	100% of facilities in good repair	100% of facilities in good repair	100% of facilities in good repair		100% of facilities in good repair
State Indicator California State Dashboard Chronic Absenteeism Rate	All Students 5.8% Low income 7.05% Homeless Youth 11.8% Foster Youth 0% English Learners 2.7% Students with Disabilities 7.15% White 4.6% American Indian 5.15% Asian 6.45% African American 4.55% Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	All Students 5.8% Low income 7.05% Homeless Youth 11.8% Foster Youth 0% English Learners 2.7% Students with Disabilities 7.15% White 4.6% American Indian 5.15% Asian 6.45% African American 4.55% Filipino 0% Hispanic/Latino 8.6% Pacific Islander 0% Two or more races 11.55%	All Students 13.5% Low income 14.1% Homeless Youth 22.6% Foster Youth data not displayed for privacy English Learners 10% Students with Disabilities 17.6% White 13.3% American Indian 18.2% Asian 2.6% African American 0% Filipino 0% Hispanic/Latino 18.2% Pacific Islander-data not displayed for privacy Two or more races 10.7%		All Students 2% Low income 2% Homeless Youth 2% Foster Youth 0% English Learners 2% Students with Disabilities 2% White 2% American Indian 2% Asian 2% African American 2% Filipino 0% Hispanic/Latino 2% Pacific Islander 0% Two or more races 2%
State Indicator Chronic Absenteeism	2019 ORANGE performance level	2021 No performance level indicators for the CA School Dashboard	2022 Very high level of chronic absenteeism		BLUE performance level Less than 2% chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11.6% chronic absenteeism rate	4.48% chronic absenteeism rate (as of May 4, 2022)	13.5% chronic absenteeism rate		
Local Indicator Attendance Rate	93% attendance rate	92.91% attendance rate (as of May 4, 2022)	90.8% attendance rate as of May 1st		98% attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement-Connect to the educational environment	<ul style="list-style-type: none"> * Family-centered activities * Project SHARE After School * Leadership opportunities * Specialized support system * Enrichment, learning, growing, participating * After-hours events for families and our students *Community Engagement Improvement Team will focus on improving the sense of belonging *Emergency Operations Team (EOT) will focus on improving safety procedures *The website will provide a sense of direction regarding a sense of belonging and safety *Community Engagement Initiative Team plans monthly family and student events and collaborative opportunities within the school community * We encourage our students and families to contact a trusted adult at the school if a student needs help. If a student needs help solving a problem, knows of something unsafe, or wants support from an adult, we are here to help. We encourage families to contact teachers to ask clarifying questions or partner with the teacher and staff to support a student. We always appreciate family and student input. * Communication-Facebook, Parent Square, HVUSD Website 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Target Chronically Absent Students--SART/SARB	<ul style="list-style-type: none"> * SART and SARB will be integrated into the attendance program, to provide additional supports and resources. * Paraprofessional support will be used to sustain the attendance program. * Field trips and incentives will be used to encourage good behavior and increased attendance. * Continue to engage in Improvement Team meetings to analyze data to target students with attendance issues * Attendance and chronic absenteeism will be addressed through a newly developed incentive and inclusion program. * Increase attendance with unduplicated student populations using the Chronic Attendance Coordinator through the Mountain Valley Education Consortium. * SCOE Community Connect (attendance, behavior, and family support) * Staff use Aeries Analytics to inform processes and support students 	\$80,708.00	No
3.3	Facilities	Facilities summer maintenance projects	\$297,579.00	No
3.4	School Safety	<ul style="list-style-type: none"> • Students and staff will be trained in school safety procedures. • Staff supervising the playground will be trained in safety and student engagement through structured playground activities. • Materials and equipment will be purchased to support improving student options as they align with SEL and student engagement. • An online emergency plan will be reviewed with local law enforcement agencies, and further development of this plan is in progress. • A safety manual will be updated 	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Technology will support our safety plan. • Cameras, safe access, and fencing will improve safety on both campuses. • Website includes an Emergency Response System • Local law enforcement and Citizens' Patrol will support as needed. • Cyberbullying and digital citizenship training will be provided to all staff to support student citizenship. • Input will be sought from parents to understand the need for increased safety through surveys and personal conversations. • Staff will be trained in Positive Behavior Interventions and Supports (PBIS) • Counselors and/or Behavior coaches will support students within and outside the classroom. (Cost already captured in Goal 2) • Students may utilize sensory tools to help regulate emotions and help re-engage in learning. • Online Catapult Emergency Management System for emergency operations 		
3.5	Safety & Sense of Belonging	<ul style="list-style-type: none"> * Middle school electives * Student Council (Student Leadership) * Personal relationships * Connections rosters * Athletics and student engagement activities * Kelvin pulse data * Positive Behavior Interventions & Supports * Student Focus Team * Student Study Team * Restorative Justice * Intra-murals * Friendship Circles * Club/Activities * Greenhouse participation 	\$90,163.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Portfolios * Library * Service projects * Student Success Plan * Student training/expectations * TRIO <p>We build school culture and a positive environment by establishing school-wide expectations. We share and review expectations with students and staff at the beginning and throughout the school year. Our school-wide expectations for all areas focus on respect, responsibility, and safety. As school community members, we are safe, respectful, and responsible in everything we do each and every day.</p>		
3.6	Native American Student Support	<ul style="list-style-type: none"> * Progress monitoring truancy for our Native American * Provide necessary support based on the needs of family/student * Quarterly collaborative sessions to support Native American students who are at risk of dropping out of school. * In-kind cost for 1 school representative and 1 district representative to participate (4 sessions that are 90 minutes each=6 hours) 	\$0.00	No
3.7	Professional Development	Professional Development for all staff in Restorative Justice Practices to support Native American students.	\$0.00	No

Goal Analysis [2022-23]

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

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

The actions in this goal were carried out successfully. We added a few actions this past year to enhance our school safety procedures and communication.

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

We added Implementation of Catapult Emergency Management System to Action 3.4. We added a new website this year in Action 3.1. With staffing challenges, we were not able to implement some of the programs that had been planned.

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

The actions were not effective at meeting the goal as evidence by our very high chronic absenteeism rate. We continue to battle the affects of the pandemic. Parents are asked to keep their child at home if they exhibit any COVID symptoms. This has resulted in a high rate of absenteeism. We continue to have our Chronic Absenteeism Coordinator make home visits and target our families and students needing additional support. The Chronic Absenteeism Coordinator works with the families to remove the barriers keeping them from sending their children to school. Furthermore, the Coordinators works with the student to set goals for attendance. We have also increased mental health supports to support our students having difficulty.

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

Action 3.1 We added the Community Engagement Initiative Team. This team plans monthly family and student events and collaborative opportunities within the school community to engage our families. We believe families have a lot to contribute to our school community. We also added a new website to better communication our mission, vision and resources to support our students and families. Added to Action 3.2-Staff use Aeries Analytics to inform processes and support students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
847,346.00	55,691.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.53%	8.10%	\$363,135.25	25.63%

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

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental and concentration funds will be principally directed to support the unduplicated pupils and enhance the overall program. A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs based on our feedback from our educational partners and our metrics. Specifically, our low-income student data indicates the need for added support with academic interventions, attendance interventions, and behavior supports.

It is our belief that the most effective way to provide opportunities to the unduplicated pupils is through the actions steps in our goals. The supplemental funds provide for additional targeted interventions, lower student/staff ratios in TK/K/1/2/3, counseling services, Response to Intervention model, Kindergarten readiness, and access to nutritional meals. The English Learner Coordinator, Foster/Homeless Youth Coordinator, and two Counselors between our two sites to directly support the unduplicated student groups.

All services are planned to be implemented district-wide because of the low percentage of targeted students in a school district with small class sizes. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. Our overall strategy includes groupings of all students with similar needs regardless of whether or not they are in a targeted student group. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes, provide

instructional aides, counseling, behavioral supports, and interventions to strengthen the educational program.

Being a small, rural school district many of the strategies described are best applied universally, and although principally directed with unduplicated pupils in mind, these strategies will benefit all students.

Improvement Teams-We use a data system to effectively track and target our most at-risk students. The data system provides a way to communicate with parents and allows staff to identify Tier 1, 2, and 3 students supports both academically and behaviorally.

Interventions-Our instructional interventions are implemented daily to assist students with their identified areas of need. Our staff recognize that students can have many different needs. Staff work in small groups to support individual student need in academically and socially.

Instructional interventions are:

*Intentional: They're aimed at a particular challenge.

*Specific and formalized: Intervention is provided within the classroom and a intervention teacher provides small group instruction based on student needs.

*Our robust intervention system targets students needs and are adjusted based on the local data.

*Even though instructional interventions are formalized, they can be flexible, too. For example, if a program isn't helping a student, the school might change it. This could mean increasing the amount of time a student gets reading support each week. Or it might mean getting more intense support—like moving from small group instruction to one-on-one help.

*Students are provided with small group homework assistance in a comfortable, supportive environment on a daily basis. Students are taught organization skills as well during this time. Our staff provides differentiated support in any area the students are struggling in.

Behavioral Specialists-Provide one-on-one support for our at-risk students. Continue check-ins/check-out system.

Counselors-support Social Emotional Learning for our most at-risk students.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

- * Review of the CA School Dashboard student group report to identify which student groups need additional support
- * Current local and state metrics with actions and services in place
- * History of success with actions and services in district programs
- * Refinement of district programs to improve services to students
- * Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of social emotional learning professional learning and support, early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils. Following is a list of the intended use of funds and program/service offerings as described in detail in the goals and actions section of the plan.

Action 1.2 Academic Interventions/Mitigate Learning Loss

Action 1.4 English Learner Services

Action 1.7 Foster Youth and Homeless Youth Services

Action 2.4 Community Day School

Action 2.7 Student Supports

Action 1.2 includes the following interventions:

Maintain smaller class sizes in order to support differentiated academic access.

Maintain additional teachers and para-educators

The use of technology and data analysis will inform prescriptive/differentiated instruction.

Staff will continue to investigate the root causes of low performing students and apply strategies to increase student learning.

Progress monitoring through diagnostic testing will take place in reading/English language arts and mathematics at least four times per year in 1st-8th grade students.

Response to Interventions-k-8-Instructional Aides and the Intervention Teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Social Emotional Learning Curriculum-Teachers provide Social Emotional Learning curriculum and one on one service to students. The teachers are instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. Improving access to effective SEL strategies may be a promising way to increase educational attainment and close socioeconomic gaps in education.

After School Tutoring and Before School Homework Help-Provided to all student but is principally directed at supporting our unduplicated pupils. Tutoring provides one on one support for students struggling in math or literacy. The program also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

Teach and implement visual student goals-L to J academic goals and improvement strategies. Student Focus Team will respond to Tier 2 and 3 student behaviors with interventions and supports.

Tutoring (in person and online)

Universal Design for Learning

Interventions will be provided to foster students, English Learners, low income students, and students with an identified need.

Continue to engage in Implementation and Discovery Team meetings to analyze data to increase learning and employ improvement cycles.

The Special Education team will participate in Discovery and Implementation meetings in order to ensure the success of all students and align practices.

Summer school will be offered for intervention and enrichment K-8th grade.

Saturday school for student attendance make-ups

District-wide assessments will be used to show growth, identify needs, and provide summative data to guide further improvement at the state level.

Student programs, staff engagement, strong communication, opportunities and resources will address kindergarten readiness, continued student support for all students from TK-8th grade and provide a sense of belonging as families engage in the educational process.

Catalyst mentoring (18 Tier 2 students)

Neurofeedback Tier 3 Services

Systems of Support

Botvin Life Skills

Peer mentoring

Kelvin Pulse Data

TRIO- An advisory class will provide character-building, financial literacy, and college-career readiness opportunities to our students on a daily basis

Action 1.4 English Learners

Using the English Learner Road Map as our guide, we will provide our English Learners with the following strategies:

Language development will occur in and through subject matter learning and is integrated across the curriculum. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.

English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. Students' home language is understood as a means to

access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Parents are encouraged to participate in their child's education.

Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency.

- Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners.
- English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum
- English Learner students will be monitored for annual progress.
- English Learner students are provided with both designated and integrated support within the school day.
- We strive to provide our English Learners with the support needed for purposeful English development. We encourage English learners to use language to interact meaningfully in school and beyond.
- We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.
- We provide tiered intervention for students not progressing in the CA English Learner Development Standards and modify instruction based on student needs.
- We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom. Professional development activities enable district administrators, after-school/extended day program directors, and staff to work together to effectively augment regular day learning experiences related to the CA English Learner Development Standards for English learners.
- Teachers also work in grade-level teams, in order to understand the CA English Learner Development Standards
- and how they are aligned to the CA Common Core State Standards for English Language Arts/Literacy. They regularly collaborate during professional learning community time to improve student literacy and English language development across the content areas. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA English Learner Development Standards-aligned lessons.
- We see parents as critical partners in their child's education and provide parent outreach with our English Learner families on an ongoing basis.
- Bilingual paraprofessionals will support English Learners.

Action 1.7 Foster and Homeless Youth

- We provide the following support for Foster and Homeless Youth:
- Coordinate with the case worker and attendance staff.
- Ensure that transportation is not a barrier.
- Intervene early when there are indicators of ongoing attendance issues.
- Provide them with community resources, as needed.
- Annually train staff to have an understanding of homelessness.
- Coordinate with the Homeless and Foster Youth liaison in the district.
- Make sure that the student is enrolled in a free and reduced meal program.
- Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.).
- We see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.

*District Community-Family Liaison provides support to families and helps to align community resources to student and family needs

Action 2.4 Community Day School

- Community Day School will focus on differentiated instruction to meet the needs of all students in the program.
- Community Day School teacher and paraprofessionals will attend professional development in the areas of literacy across the content areas and social emotional learning.
- Staff will visit and investigate other Community Day School and alternative placement sites in order to improve the Community Day School system.
- Community Day School staff will work with behavior specialists in order to develop a system for student academic and Social Emotional Learning success.
- Our Community Day School personnel will attend professional development sessions that will improve the Community Day School system and student learning.
- All Community Day School personnel will be trained in ProAct

Action 2.7 Student Supports

School Counselor and School Psychologist

We expect that attendance and academic achievement will increase for our low-income students based on these actions/services and behavior issues will decline as students will have additional social emotional/behavior supports in place.

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

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental and concentration funds will be principally directed to support the unduplicated pupils and enhance the overall program. A significant amount of funding is being directed to our unduplicated students to support their academic and social-emotional needs. "We are increasing service to the unduplicated student groups by 18.76% through the following actions.

As described in the LCAP, goals, and actions will ensure unduplicated pupils will progress towards meeting academic standards, social-emotional learning, and school expectations.

Services for foster youth, English learners, and low-income students are being increased or improved by through the actions indicated in the box above. Students in these groups are provided with additional resources depending on their identified needs.

A significant amount of time and funding has been and will continue to be directed for tutoring, interventions, and expanded learning opportunities to support these students.

English learner instruction--Students are progress monitored on a regular basis in order to target our most at-risk students both academically and behaviorally. Staff meets weekly to discuss the data, and the needs of each child and make a plan to support each child.

Professional development strategies-Engagement and instructional strategies professional development give the teachers the tools needed to support the unduplicated students.

Foster youth services-small group support and assign students a trusted adult on campus that provide check-ins/check-outs.

English learner-small group support.

Progress monitoring-Students are progressed monitored on a regular basis in order to target our most at-risk students both academically and behaviorally. Staff meets weekly to discuss the data, and the needs of each child and make a plan to support each child.

Weekly homework assistance-Students are provided with small group homework assistance in a comfortable, supportive environment.

Students are taught organization skills as well during this time. Our staff provides differentiated support in any area the students are struggling in.

English Learner Coordinator provides support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population.

Professional development in a Multi-Tiered System of Support to support our unduplicated population.

Multi-Tiered System of Support-The three tiered system is in place to provide the identified area of support for each of our unduplicated students.

Our counselors support Social and Emotional Learning for our most at-risk students.

Attendance campaign-target students that are chronically absent to understand the barriers to positive attendance. Make connections with students and their families to provide the necessary support needed to attend school.

Encourage parents to enroll their children at Head Start, the SCOE State Preschool, or another preschool program to provide students with the necessary skills for a successful transition into kindergarten.

Behaviorist- support for students with behavior needs. Reduces conflicts on the playground and teaches students conflict resolution skills. Documents behaviors in our Behavior System so that we can identify areas needing extra support.

Catalyst mentoring (18 Tier 2 students)

Neuro feedback Tier 3 Services

Systems of Support- Tiered system of support for students in academics, behavior, mental health, and attendance.

Botvin Life Skills provides life skill lessons to our at-risk students.

Peer mentoring/mentors assist their peers with academic and social-emotional support.

Kelvin Pulse Data- provide survey data on how students are feeling about the school climate.

Tutoring (in-person and online)- academic assistance for students that need extra support

Friday Night Live

California Youth Partnership

Family Liaison- outreach to our families that need additional support with their students.

Summer School - academic and social-emotional support to keep students engaged and growing during the summer.

Partnership with SCOE SHARE for additional summer care support- provide child care and enrichment for students during the summer while their parents are at work.

Restorative Justice Practices professional development

Targeted truancy and family engagement to support our Native American students

Increase family engagement activities to "reengage" our parents after having parents not participate in school events due to the pandemic.

We will teach students restorative justice strategies.

We will meet quarterly in collaborative sessions with SCOE to support Native American students who are at risk of dropping out of school.

An advisory teacher supports students and enriches learning opportunities for all in order to improve student outcomes.

In addition, the District at this time is anticipating a carryover of an estimated 6.87% of unspent Supplemental and Concentration funds intended to be principally directed for services for Foster Youth, English Learners, and Low Income Students. The District will be directing these carryover funds primarily to support academic interventions, but will continue to assess need and update plans accordingly.

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

Concentration add-on funds were used to retain an intervention teacher at the primary school.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	16
Staff-to-student ratio of certificated staff providing direct services to students	n/a	19

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,843,106.00	\$708,673.00	\$379,061.00	\$684,541.00	\$4,615,381.00	\$4,109,518.00	\$505,863.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Broad Course of Study with Highly Effective Teachers	All	\$1,624,150.00	\$35,677.00		\$276,275.00	\$1,936,102.00
1	1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	English Learners Foster Youth Low Income	\$742,653.00	\$157,422.00		\$33,497.00	\$933,572.00
1	1.3	Professional Development by Specific Design	All Students with Disabilities	\$44,646.00	\$51,150.00		\$12,150.00	\$107,946.00
1	1.4	English Learner Services	English Learners	\$678.00	\$19,260.00			\$19,938.00
1	1.5	Communication/Sense of Belonging	All	\$8,850.00	\$11,500.00			\$20,350.00
1	1.6	College Career Readiness	All	\$469.00	\$0.00			\$469.00
1	1.7	Foster Youth and Homeless Youth Services	Foster Youth	\$150.00	\$0.00		\$3,850.00	\$4,000.00
1	1.8	Curriculum, Assessment, & Instruction	All		\$0.00			\$0.00
1	1.9	Special Education Student Services	low achieving Students with Disabilities			\$379,061.00	\$111,038.00	\$490,099.00
1	1.10	Literacy Program Grant	At-risk students		\$76,716.00			\$76,716.00
2	2.1	Multi-Tiered System of Support	All	\$13,993.00	\$18,409.00		\$61,993.00	\$94,395.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Trauma Informed Practices/Social Emotional Learning Professional Development/Student Engagement	All	\$6,384.00	\$90,960.00		\$6,000.00	\$103,344.00
2	2.3	Data Analysis and Screening Protocols	All		\$0.00			\$0.00
2	2.4	Community Day School	English Learners Foster Youth Low Income	\$163,262.00				\$163,262.00
2	2.5	Friday Night Live & California Youth Partnership	All		\$0.00			\$0.00
2	2.6	Professional Development	All		\$0.00			\$0.00
2	2.7	Student Supports	All				\$171,738.00	\$171,738.00
3	3.1	Family Engagement-Connect to the educational environment	All		\$0.00			\$0.00
3	3.2	Target Chronically Absent Students--SART/SARB	All	\$80,708.00				\$80,708.00
3	3.3	Facilities	All	\$50,000.00	\$247,579.00			\$297,579.00
3	3.4	School Safety	All	\$25,000.00				\$25,000.00
3	3.5	Safety & Sense of Belonging	All	\$82,163.00	\$0.00		\$8,000.00	\$90,163.00
3	3.6	Native American Student Support	Native American Students All	\$0.00				\$0.00
3	3.7	Professional Development	Native American Students All	\$0.00				\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,834,240	847,346.00	17.53%	8.10%	25.63%	\$906,743.00	0.00%	18.76 %	Total:	\$906,743.00
								LEA-wide Total:	\$906,743.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Interventions/Mental Health Interventions-Mitigating Learning Loss	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$742,653.00	
1	1.4	English Learner Services	Yes	LEA-wide	English Learners	All Schools	\$678.00	
1	1.7	Foster Youth and Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools	\$150.00	
2	2.4	Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,262.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,358,708.00	\$3,893,724.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Broad Course of Study with Highly Effective Teachers	No	\$2,166,741.00	1963576
1	1.2	Academic Interventions-Mitigating Learning Loss	Yes	\$613,143.00	509732
1	1.3	Professional Development by Specific Design	No	\$47,000.00	41786
1	1.4	English Learner Services	Yes	\$29,640.00	27562
1	1.5	Communication/Sense of Belonging	No	13000	9995
1	1.6	College Career Readiness	No	\$0.00	
1	1.7	Foster Youth and Homeless Youth Services	Yes	\$200.00	1512
1	1.8	Curriculum, Assessment, & Instruction	No	\$0.00	0
1	1.9	Special Education Student Services	No	\$438,221.00	473241
2	2.1	Multi-Tiered System of support	No	\$55,685.00	57710

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Trauma Informed Practices/Social Emotional Learning Professional Development	No	\$191,704.00	153019
2	2.3	Data Analysis and Screening Protocols	No	\$0.00	0
2	2.4	Community Day School	Yes	\$177,902.00	147960
2	2.5	Friday Night Live & California Youth Partnership	No	\$0.00	0
2	2.6	Professional Development	No	\$0.00	0
2	2.7	Student Supports	No Yes	\$101,185.00	56000
3	3.1	Family Engagement-Connect to the educational environment	No	\$0.00	0
3	3.2	Target Chronically Absent Students--SART/SARB	No	\$80,908.00	88507
3	3.3	Facilities	No	\$435,379.00	363124
3	3.4	School Safety	No	\$0.00	0
3	3.5	Safety & Sense of Belonging	No	\$8,000.00	0
3	3.6	Native American Student Support	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Professional Development	No	\$0.00	0

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
795,230	\$681,798.00	\$670,119.00	\$11,679.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Interventions-Mitigating Learning Loss	Yes	\$474,256.00	\$481,648		
1	1.4	English Learner Services	Yes	\$29,640.00	\$40,511		
1	1.7	Foster Youth and Homeless Youth Services	Yes				
2	2.4	Community Day School	Yes	\$177,902.00	\$147,960		
2	2.7	Student Supports	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4482566	795,230	5.31	23.05%	\$670,119.00	0.00%	14.95%	\$363,135.25	8.10%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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