

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linns Valley-Poso Flat Union School District

CDS Code: 15635866009724

School Year: 2022-23

LEA contact information:

Tammy Pritchard

Superintendent

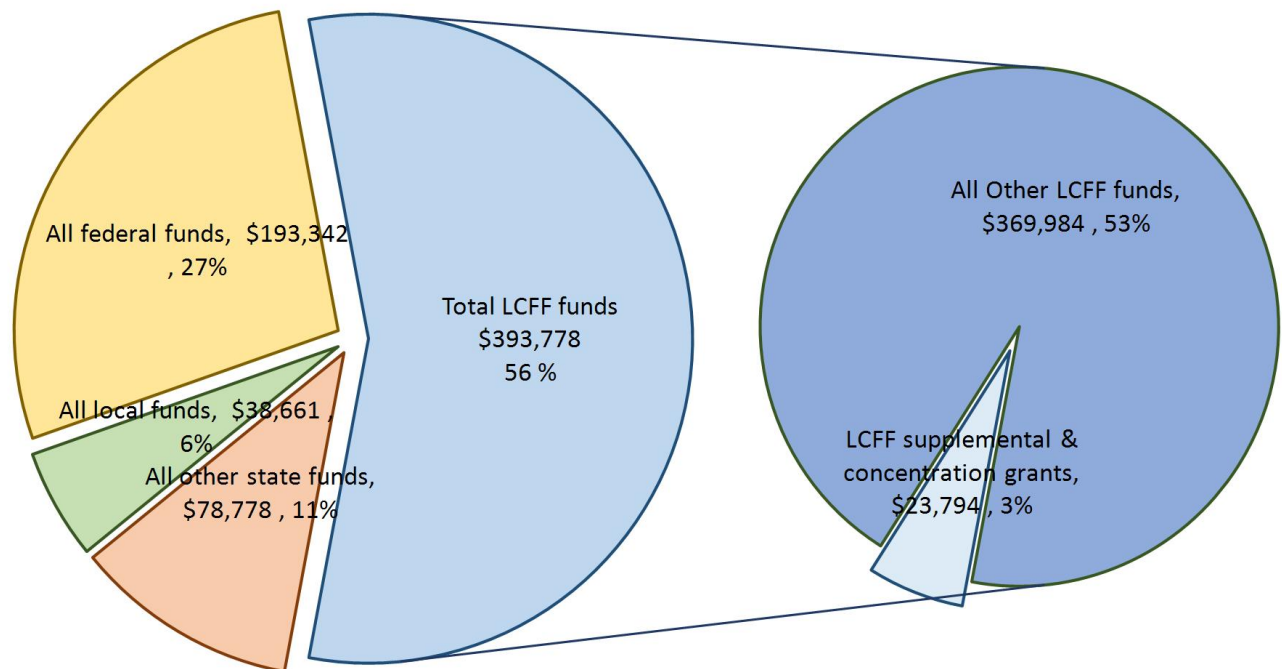
tapritchard@linnsvalleyschooldistrict.org

661-536-8811

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 2022-23 School Year

### Projected Revenue by Fund Source



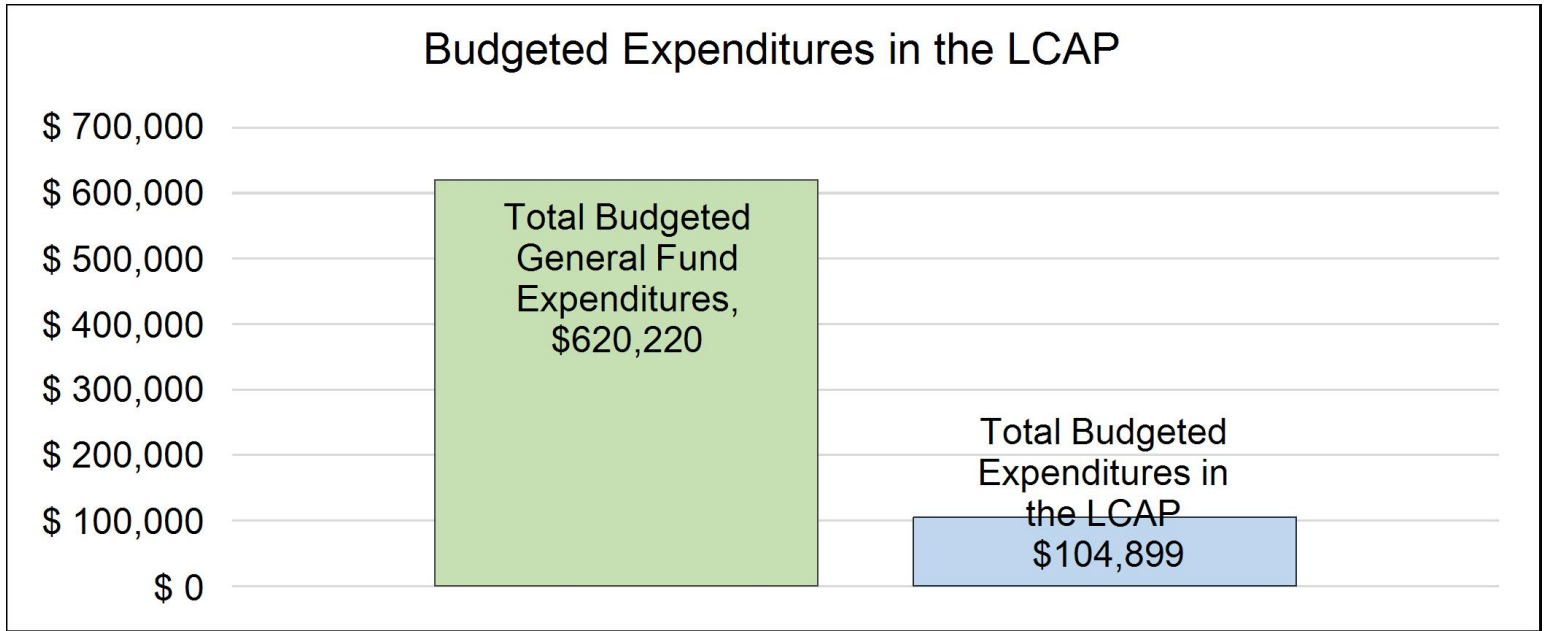
This chart shows the total general purpose revenue Linns Valley-Poso Flat Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Linns Valley-Poso Flat Union School District is \$704,559, of which \$393778 is Local Control Funding Formula (LCFF), \$78778 is other

state funds, \$38661 is local funds, and \$193342 is federal funds. Of the \$393778 in LCFF Funds, \$23794 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 Linns Valley-Poso Flat Union School District plans to spend for 2022-23. 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: Linns Valley-Poso Flat Union School District plans to spend \$620,220 for the 2022-23 school year. Of that amount, \$104,899 is tied to actions/services in the LCAP and \$515,321 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

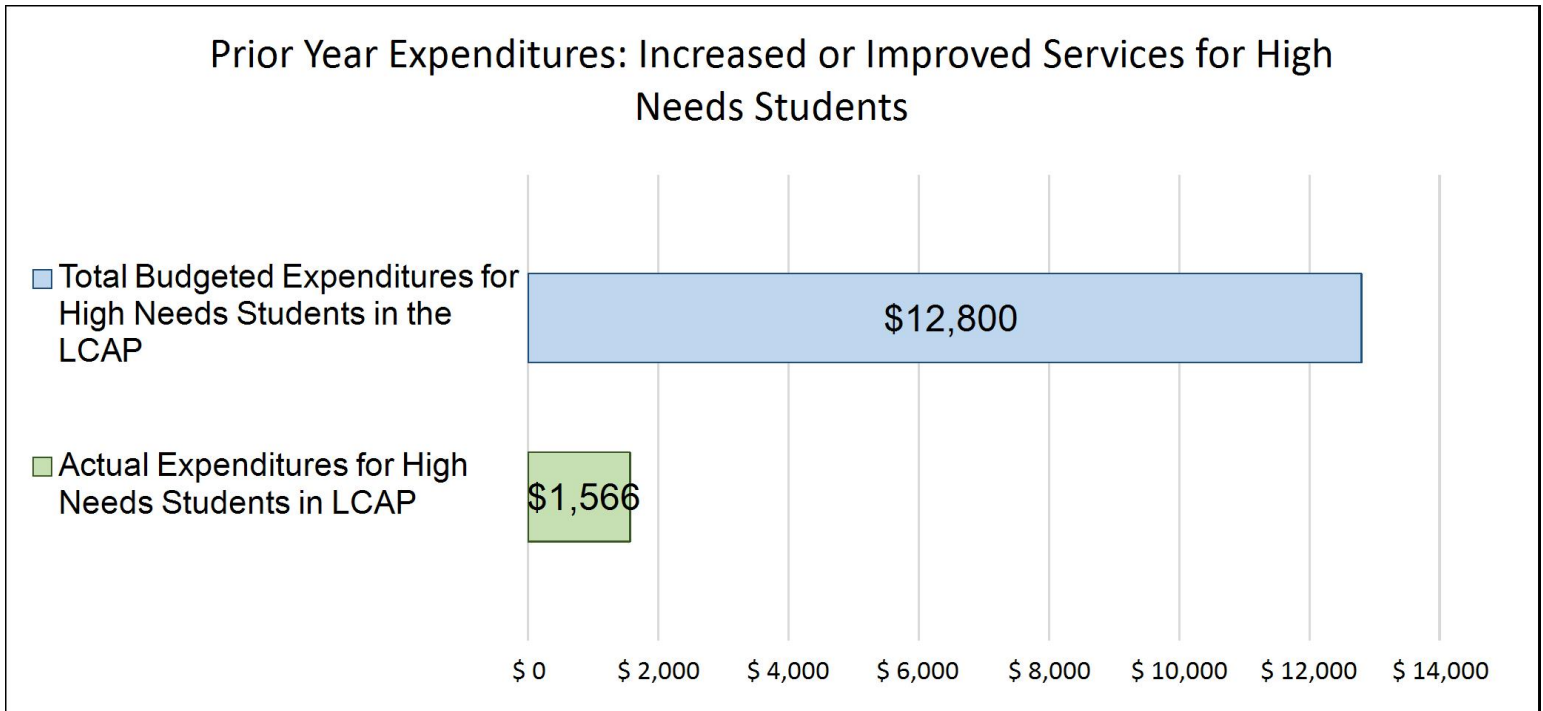
General Fund expenditures not included in the LCAP include teacher salary and benefit expense, classified staff salary and benefit expense, supply expense, repair and maintenance expense, utility expense, outside consulting and services expense, insurance expense, and equipment expense.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Linns Valley-Poso Flat Union School District is projecting it will receive \$23,794 based on the enrollment of foster youth, English learner, and low-income students. Linns Valley-Poso Flat Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Linns Valley-Poso Flat Union School District plans to spend \$37,036 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 2021-22



This chart compares what Linns Valley-Poso Flat Union 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 Linns Valley-Poso Flat Union 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 2021-22, Linns Valley-Poso Flat Union School District's LCAP budgeted \$12800 for planned actions to increase or improve services for high needs students. Linns Valley-Poso Flat Union School District actually spent \$1566 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-11,234 had the following impact on Linns Valley-Poso Flat Union School District's ability to increase or improve services for high needs students:

### GOAL 1: ACTUAL EXPENDITURES

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$73,990. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$49,176.81. This is a difference of \$24,813.19. The substantive difference (\$11,396) was in action 4, Academic Support, due to other funding used in place of the original allocated dollars. Please note that the material difference does not represent the LCAP carry-over funding amount.

#### 1.1 Extra-Curricular Activities (Material Difference of approximately \$900)

- 1.2 Well-Rounded Education Electives (Material Difference of approximately \$3000)
- 1.3 Supplemental Materials/Professional Development (Material Difference of approximately \$2500, did not have all professional development implemented)
- 1.4 Academic Support (Material Difference of approximately \$11,396, due to other funding used in place of the original allocated dollars)
- 1.5 HQ teacher (No Material Difference)
- 1.6 Well-Rounded Education- PE (Material Difference of approximately \$7000 due to other funding used in place of the original allocated dollars)

## IMPACT OF SERVICES FOR HIGH NEEDS STUDENTS

LCAP Goal 1 is to accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement. Based on local assessments and benchmarks, the district has identified 61% of all students meeting or nearly meeting grade level standards in Language Arts. This was a small decrease in comparison to last year 62% of all students meeting or nearly meeting grade level standards in Language Arts.

The district also identified 61% of all students are meeting or nearly meeting grade level standards in Math. This was an increase of 11% in comparison to last year (50% of all students meeting or nearly meeting grade level standards in Language Arts).

Based on an analysis of these results, the Highly Qualified teacher (Action 1.5) and Academic Support (Action 1.4) helped reduced class size and therefore more small group instructions and individual support was able to be provided. The support of the paraprofessional also assisted in small group instruction and helped close the learning loss for students by offering supplemental support. While we have seen a decline in opportunities for student Extra-Curricular activities and electives due to Covid-19 restrictions, we anticipate this being offered next year more consistently and will likely increase the parent involvement at school.

## GOAL 2: ACTUAL EXPENDITURES

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$1699. The estimated actual expenditures for 2021-22 LCAP Goal 2 was \$0. This is a difference of \$1699. Though all the actions were implemented as planned, other available funding (Federal and State funding) was used instead of the original funds from LCFF. Please note that the material difference does not represent the LCAP carry-over funding amount.

## IMPACT OF SERVICES FOR HIGH NEEDS STUDENTS

LCAP Goal 2 is: expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. Based on data, the district continues to have 0 students suspended for the year and strong evidence from our student surveys that they feel safe at school. We believe the implementation of ParentSquare (Action 2.4) has helped with the parent reinforcement about the importance of school at home. This technology communication tool has provided an increase in readily available data to parents in a much faster way than before and many parents prefer the platform.

The district also identified some challenges with parent communication and participation (Action 2.1). While Covid-19 has played a direct challenge to parent involvement, our efforts to increase this involvement next year will be evident in our activities offered.

Based on an analysis of these results, we will continue all actions within Goal 2.

The Highly Qualified teacher (Action 1.5) and Academic Support (Action 1.4) helped reduce class size and therefore more small group instruction and individual support was able to be provided. The support of the paraprofessional also assisted in small group instruction and helped close the learning loss for students by offering supplemental support. While we have seen a decline in opportunities for student Extra-Curricular activities and electives due to Covid-19 restrictions, we anticipate this being offered next year more consistently and will likely increase the parent involvement at school.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name          | Contact Name and Title | Email and Phone   |
|--|------------------------|---|
| Linns Valley-Poso Flat Union School District | Tammy Pritchard        | tapritchard@linnsvalleyschooldistrict.org<br>661-536-8811 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include Educator Effectiveness Block Grant and the Expanded Learning Opportunities Program. Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

- A public meeting/forum was held in December 2021 regarding the Educator Effectiveness Block Grant. Staff meetings were held on 11-10-2021 and 11-17-2021 for input and revisions to the EEBG. Linns Valley intends to go to Advancement Via Individual Determination (AVID) professional development to train both staff and paraprofessional.
- A public meeting/forum was held in December 2021 regarding the Expanded Learning Opportunities Program. Linns Valley plans to engage further discussion with educational partners regarding intervention and enrichment opportunities for students using the Expanded Learning Opportunities Program.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Linns Valley School District does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the Linns Valley receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

- Linns Valley has created a ESSER III expenditure plan with our educational partners. The engagement was done with surveys and online virtual meetings.

The ESSER III plan that was discussed with our educational partners included upgrade ventilation systems on buildings, purchase additional tables and shade structures to promote social distancing during meal times, upgrade drinking water systems to increase safety and reduce virus transmission, and update and upgrade playground facilities to promote social distancing outside of the classroom. Details for the plan is located on the district webpage ([linnsvalleyschooldistrict.org](http://linnsvalleyschooldistrict.org)).

Extend purchases to the 2022-2024 school year using ESSER III funds to provide a well-rounded PE program that supports student engagement. Funds will be used for additional equipment that enhances the health and wellness curriculum as well as provides activities for students during recess.

Linns Valley School District consulted with all its educational partners with the one-time federal funds by having meetings to discuss the purpose and targeted actions of the grant. Engagement opportunities included parent meetings, surveys to community, and board meetings. The description of how educational partners were involved in this process is located within the Expanded Learning Opportunities Grant Plan on our website:

These funds assisted Linns Valley by extending instructional time, accelerating progress to close learning gaps, integrating student supports, and training for staff. Linns Valley School District received a total of \$11,691 for the Expanded Learning Opportunities Grant and has been able to (provide what has been done with ELOG).



A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Linns Valley School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. To this end, Linns Valley School District has completed an ESSER III plan and is currently implementing it. The plan can be located at [linnsvalleyschooldistrict.org](http://linnsvalleyschooldistrict.org).

Linns Valley School District has implemented many actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we are successfully implementing the purchase of a van for student transportation and PE equipment to engage students. We have also experienced challenges to implementation. These challenges include hiring an additional teacher who is willing to commute to our mountain community.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Linns Valley School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. The inclusive process allowed for the plan to specifically target needs in a comprehensive manner.

Linns Valley School District LCAP defines the needs through two specific Goals. Each goal is then broken into specific actions. Each goal and action is speaking to the needs of the student, staff, and community population. All plans and fiscal resources are aligned with our 2 LCAP goals below:

#### LCAP Goal 1

Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade-level standards-based instruction, social-emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

#### ESSER III:

Linns Valley will upgrade ventilation systems on buildings, purchase additional tables and shade structures to promote social distancing during meal times, upgrade drinking water systems to increase safety and reduce virus transmission, and update and upgrade playground facilities to promote social distancing outside of the classroom.

A Highly Qualified teacher will be used to ensure ample opportunity for students to learn with an emphasis on reading and math. This will be done by teaching grade-level standards and using smaller class sizes to offer students differentiated instruction. This teacher will be extended to the 2022-2024 school year using ESSER III funds.

Extend purchases to the 2022-2024 school year using ESSER III funds to provide a well-rounded PE program that supports student engagement. Funds will be used for additional equipment that enhances the health and wellness curriculum as well as provides activities for students during recess.

ELOG:  
Extending instructional learning time

#### LCAP Goal 2

Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

ESSER III:  
Linns Valley plans to purchase a new van to provide transportation to special education students. The van allows for additional bus routes for students and helps with social distancing to help reduce the spread of Covid-19. The new bus routes will allow for fewer students in the vehicle, thus promoting social distancing. This effort will bring more students to school and mitigate the spread of Covid.

Extending to the 2022-2024 school year using ESSER III funds to provide stakeholder feedback to parents, staff, students, and the community. Linns Valley will be using platforms for in-person and virtual meetings, surveys, newsletters, and questionnaires throughout the year. This action includes materials and supplies to conduct these meetings and gather input from stakeholders on the plans being implemented at Linns Valley.

Extending to the 2022-2024 school year using ESSER III funds to provide parent communication using a digital platform. This will allow teachers and the administration to communicate with parents on a regular basis regarding school information, grades, student updates, etc.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

[\(https://www.cde.ca.gov/fg/cr/\)](https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name          | Contact Name and Title            | Email and Phone   |
|--|-----------------------------------|---|
| Linns Valley-Poso Flat Union School District | Tammy Pritchard<br>Superintendent | tapritchard@linnsvalleyschooldistrict.org<br>661-536-8811 |

## Plan Summary [2022-23]

### General Information

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

Linns Valley School contains 350 square miles in northeast Kern County. It is a rural school district located approximately 45 minutes northeast of Bakersfield in Glennville, California. The district services grades Transitional Kindergarten through Eighth Grade and receives Federal dollars (Title I, Title II, and Title IV). Our Title I fund has drastically dropped as previously received. The current enrollment is 20 students with an average ADA of 16.9. The school supports cultural awareness on a daily basis through its diverse literature selections. Linns Valley is committed to the development of a total school community where parents, students and staff work together to create a safe and active learning environment for all students. This will be accomplished by maintaining high academic expectations, emphasizing self-worth: stressing a safe and orderly environment and fostering an atmosphere where students are welcomed and encouraged to strive for success and to reach his/her fullest potential. Our supplemental and Concentration funding is based on 75% low-income student count. The community of Glennville has a population of about 195 people. Students use on-line programs such as MobyMax, Epic, Studies Weekly-History, ThinkCentral and HRW (Language Arts and Math) and Generation Genius as a science supplement for NGSS (science standards) to continue with technology within the classroom.

### Reflections: Successes

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

Linns Valley does not have available student data on the California Dashboard due to having less than 30 students in each student group. A success that Linns Valley has seen this year is the growth in meeting grade level standards. Based on local assessments and benchmarks, the district has identified 54% of low-income students meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in both Language arts and math. There is an increase from 33% to 54% of low-income students meeting or nearly meeting grade level standards in both language arts and math. There is also an increase from 50% to 61% of all

students meeting or nearly meeting grade level standards in math. The learning gap between low-income students and all students decreased from 29% to 7% in Language arts. The learning gap between low-income students and all students decreased from 17% to 7% in math.

Another success Linns Valley has seen this year is the continued 0% in our suspension rate for the past three years. With parents and staff working together and encouraging positive behavior with each student, we continue to maintain the decrease from 3.7% to 0% suspension rate for the past three years. We will continue to work together with the parents and staff keeping an open line of communication through phone calls, classroom visits and/or ParentSquare.

To build upon this progress, the district will continue the implementation classroom discussions with small groups, Feedback for students during lessons, Goal Setting, and other AVID strategies. All actions identified in Goal 1 and 2 emphasize these strategies used while there will also been a focus on student engagement this year.

## 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.

After assessing the needs, conditions, and circumstances of our low-income students, we learned that Linns Valley School has 20 students in two classrooms with two full-time teachers and two part-time paraprofessionals. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 54% of low-income students meeting or nearly meeting grade-level standards as compared to 61% of all students meeting or nearly meeting grade-level standards in both language arts and math. Though the performance gap has decreased this year, there still remains a performance gap between low-income students and all students by 7% in both language arts and math.

There was a decrease from 62% to 61% of all students meeting or nearly meeting grade level standards in math.

The California School Dashboard that was released in Fall 2019 does not show color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to the DataQuest report:

2018 California Dashboard data

ELA

All students show a -47.8 distance from standard

Low-income students show a -55.7 distance from standard

MATH

All students show a -100.6 distance from standard

Low-income students show a -108.6 distance from standard

There is a need to address the learning gaps in both language arts and math for low-income students.

In order to address this condition of our low-income students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:

Goal # 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade-level standards-based instruction, social-emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

Action # 3: Supplementary Materials

Action # 4: Academic Support

These actions are being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the significantly lower academic achievement in ELA and Math of low-income students, we expect that all low-income students will decrease their achievement gap by a 50% increase as measured by the MobyMax Standard Testing. Because our academic achievement data for our low-income students is significantly lower than all students, we expect that the ELA and Math local assessment results will increase significantly more than the average assessment results of all other students. The action of maintaining an additional aide will prioritize our students with the academic need first by providing additional time (hours) to our low-income students. Linns Valley will also provide supplemental materials for low-income students to meet grade-level standards. This action will be an improvement in service for low-income students as it will provide an additional targeted intervention with grade-level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade-level standards and improve in academic performance.

Goal 1, Actions 3, and 4, which support academic achievement is being continued from the 2017-2020 LCAP.

These actions have been determined to be effective based on the increase on the Ca Dashboard as follows:

2019 California Dashboard data

ELA

All students show -21.4 distance from standard

MATH

All students show -66.5 distance from standard

Despite growth for all students, there still is an academic performance gap between all students and low-income students. Due to not enough low-income students to get a score for the 2019 California Dashboard, our low-income student scores are included in the all-student data. Our trend data show an increase for all students from 2018 to 2019 of 26.4 points in English and 34.1 points in math.



The Chronic Absenteeism Rate for Linns Valley has been an identified need trend for the past few years. According to the DataQuest report, the trend for Chronic Absenteeism is as follows:

#### All Students

2016-17 shows 12%

2017-18 shows 12%

2018-19 shows 10%

2019-20 shows 10%

2020-21 shows

PER CALPADS REPORT

2021-22 shows 32%

#### Low-Income Students

2016-17 shows 16.7%

2017-18 shows 15.4%

2018-19 shows 18.2%

2019-20 shows 16.7%

2020-21 shows

PER CALPADS REPORT

2021-22 shows 32%

There is a need to address the continual chronic absenteeism gap for low-income students.

In order to address this condition of our low-income students, we have developed goals and actions to address some of the major causes of chronic absenteeism.

These are:

Goal # 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade-level standards-based instruction, social-emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

#### Action # 7: Professional Development

This action is being provided on an LEA-wide basis and we expect and will set goals that all students who are chronically absent will benefit from. The action of professional development will provide AVID training for Linns Valley staff as a teaching strategy to address the importance of school attendance and provide opportunities for college and career awareness for the students. This action will be an improvement in service for low-income students as it will provide tools and strategies that promote academic achievement and students'

attendance. By providing AVID to students who struggle with attendance, we can use goal setting as well as other tools to motivate students to improve daily attendance.

We have the following needs: After reviewing and analyzing data from Language Arts and Math with MobyMax and assessments, set goals are set for each student guided by the MobyMax benchmarks. Provide teachers with academic Professional Development for Language Arts and Math and increase parental involvement. Teachers and administration will meet as a group throughout the year to review benchmark results from Common Core State Standard aligned benchmarks. Professional development will be provided for all teachers through KCSOS. We will reach out to each parent through ParentSquare or personal invites to invite and include all parents in school activities. After reviewing and analyzing data with Chronic Absenteeism Rate we will train staff and implement AVID as a strategy to address the importance of school and provide opportunities for college and career awareness.

## LCAP Highlights

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

The LCAP for 2021-2024 has two main goals:

1. Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.
2. Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

These goals were created after communicating through meetings, surveys, and discussions with stakeholders. This is a three year plan describing the actions that are planned to achieve these two goals. All goals were designed to increase the success of all students.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Engaging Educational Partners

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

Linns Valley School District is committed to the significant and purposeful engagement of parents, students, educators, community groups, and other stakeholders in the development of the LCAP and the budget process. In compliance with the statute, stakeholder engagement supported comprehensive strategic planning, accountability, and improvement across the state priorities and district locally identified priorities.

During the 2021-2022 fiscal year, a PowerPoint (framing the 8 State Priorities and 2 Main District Goals) was used to provide an overview of the district's LCAP to provide context for input. Meeting times and dates were posted on ParentSquare for the school year. Time was provided for stakeholder group discussions and input regarding proposed actions and services facilitated by the PowerPoint as well as through surveys. Actions and services suggested by all stakeholder groups were gathered systematically and input into the PowerPoint. The meetings and surveys were reviewed and considered for year 2 of the 3-year plan. The district used a variety of meetings, surveys, and activities to involve stakeholders in the review of district data, funding, goals, and current action steps.

Given the ongoing changes due to COVID-19, the district made continuous efforts to reach students and families, all families had internet or smartphones for communication. Specific to updating the LCAP for 2021-2022, a set of questions was composed for parent and community input gathered through surveys.

## PARENT/COMMUNITY

We have 17 sets of parents/guardians as well as multiple community members who are invited to provide input to the school and programs. This was done by ongoing feedback from parent/community meetings and surveys.

## ADMINISTRATION/PRINCIPAL

Linns Valley only has 1 site administrator. Feedback about the LCAP was done with the Kern County Superintendent of Schools through training with Management Analyst and monthly CO-OP and Superintendent meetings.

## STAFF (TEACHERS AND OTHER PERSONNEL)

Staff was provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done by ongoing feedback throughout the year.

## STUDENTS

Students were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done by ongoing feedback throughout the year.

## LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

## ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

## PARENT ADVISORY

Discussions with parents took place multiple times during the school year that included feedback on LCAP.

## SELPA LCAP SUPPORT CONSULTATION

May 3, 2022, @ 11:30 am SELPA LCAP SUPPORT CONSULTATION with Kern County SELPA with the District Superintendent.

## SCHOOL BOARD

Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented:

2022-23 Local Control Accountability Plan for Linns Valley School District:

On June 29, 2022, A draft of the LCAP taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.

On June 30, 2022, the district will present the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.

## A summary of the feedback provided by specific educational partners.

During LCAP Input this year and at the end of the 2021-2022 school year, input was reflected again with suggestions and concerns gathered during the 2021-22 input. The following are summaries of information gathered.

### STUDENTS:

Students reported being excited to play outside without masks. They were glad to be able to once again play outside with their peers and staff. The reported wanting more PE equipment to play with. They said they wanted the school to have basketball hoops.

### DISTRICT ADMINISTRATOR

Attendance due to Covid related illnesses or exposures caused students to be absent at a higher rate. Professional Development is needed to increase school attendance and college awareness

### TEACHERS/STAFF/Board Members

Attendance was an issue this year. With symptoms as a cause for a 5-, 10-, or 14-day absence attendance was low at times. Keeping the students on target with their classwork became a challenge. Students weren't always engaged upon their return. Following the pattern of the administration input and discussions are shadowed by the impact of COVID-19 in relation to stress for health concerns and desires to help students who may or may not engage fully. Professional development requests from Teachers/Staff/Board Members include AVID training.

## PARENT AND COMMUNITY

Parents and community have expressed thanks for administrators, teachers, and support staff for their persistence, motivation, and support of students. The group expresses a desire to continue the increased communication and engagement of parents. The group expresses a desire to be able to return to campus as volunteers and to have parent involved activities once again.

## PARENT ADVISORY

Parents have expressed thanks for administrators, teachers, and support staff for their persistence, motivation, and support of students. The group expresses a desire to be able to return to campus as volunteers and to have parent involved activities once again.

## ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

## SELPA

Currently Linns Valley contracts with an outside agency as a special education consultant. The consultant discusses how to provide academic interventions and/or supports for students with disabilities. Currently Linns Valley has 1 student with disabilities served within the Kern County program and 2 students on campus this year. As suggested by SELPA last year our surveys now include a way to identify parents of students with disabilities.

## LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

## 2022-23 Local Control Accountability Plan for Linns Valley School District:

June 29, 2022, A draft of the LCAP taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing.  
June 30, 2022, the district will present the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.

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

The goals of the 2021-2024 LCAP are a direct reflection of stakeholder input.

Based on the 2021-22 educational feedback, the aspects of the LCAP that was influenced were the following:

## STUDENTS

Overall feedback from students is positive and they feel welcomed at school. Linns Valley continues to focus on providing a positive climate and healthy culture that is outlined in Goal 1. Students wanted more engaging activities during school. We feel that this is addressed in Goal 1 (Action 1 and 6).

#### DISTRICT ADMINISTRATION/TEACHERS/STAFF/BOARD MEMBERS

Overall feedback from Teachers/Staff/Board Members is positive. Linns Valley continues to focus on providing a safe and positive environment by strengthening grade level standards-based instruction and purposeful enrichment support as outlined in Goal 1. Teachers/Staff/Board Members wanted more professional development as a tool to encourage school attendance and college awareness. Staff concerns regarding health (COVID-19) continues to be modified with assistance from Kern County Superintendent of Schools. We are provided the most updated information regarding staff, student, and community health and wellness as it pertains to COVID-19. We feel that these concerns are addressed in Goal 1 (Actions 1-7).

#### PARENT AND COMMUNITY

Overall feedback from parents/community is positive. Linns Valley continues to focus on expanding collaborative partnerships with parents as outlined in Goal 2. Parents and commwanted increased communication and parent involved activities. We feel that this is addressed in all actions of Goal 2 (Actions 1-4)

#### ELAC

Linns Valley does not have any English Learners therefore we do not have an English Language Acquisition Committee.

#### LOCAL BARGAINING UNITS

Linns Valley does not have any local bargaining units.

#### PARENT ADVISORY COMMITTEE

Linns Valley is committed to providing communication to our parents. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities.

#### SELPA ADMINISTRATION

Linns Valley is committed to providing communication to our parents including parents of students with disabilities. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities.

The goals for the 2021-2024 are:

Goal 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement and

Goal 2: Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.



# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement. |

An explanation of why the LEA has developed this goal.

Academic achievement of students at Linns Valley is a priority of staff, students, and the community as reported in stakeholder input through various surveys and meetings. Distance learning has significantly impacted student progress as reported by staff, parents, and students themselves.

There has been growth and decline of CAASPP data in language arts and math for all student groups. The California School Dashboard that was released in Fall 2019 does not show color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to the DataQuest report, All students report a -47.8 distance from standard as compared to low-income students showing a -55.7 distance from standard in English Language Arts. In mathematics for all students, there was a -100.6 distance from standard as compared to low-income students showing a -108.6 distance from standard. 2019 California Dashboard data shows that there was a -21.4 distance from standard in English Language Arts and -66.5 distance from standard in Mathematics. Despite growth for all students, there still is an academic performance gap between all students and low-income students.

Based on local assessments and benchmarks, the district has identified 54% of low-income students meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 54% of low-income students are meeting or nearly meeting grade level standards as compared to 61% of all students are meeting or nearly meeting grade level standards in Math. There is no dashboard data available because we had less than 11 students take the CAASPP Assessment.

The Chronic Absenteeism Rate for Linns Valley has been an identified need trend for the past few years. According to the DataQuest report, the trend for Chronic Absenteeism is as follows:

- All Students
- 2016-17 shows 12%
- 2017-18 shows 12%

2018-19 shows 10%  
2019-20 shows 29%  
2020-21 shows 23.5%  
Local SIS report:  
2021-22 shows 32%

#### Low Income Students

2016-17 shows 16.7%  
2017-18 shows 15.4%  
2018-19 shows 18.2%  
2019-20 shows Not enough data  
2020-21 shows Not enough data  
Local SIS report:  
2021-22 shows 32%

Mid-year reports for 2019-2020 were showing promise in Language Arts, however, students did not take CASSPP nor end of year MobyMax Standard Test in 2019-2020 due to school closures due to COVID-19.

Learning loss is visible at every grade level based on local data assessments. Intentionally planning for differentiated instruction including the components of Engaging, Exploring, Explaining, Elaborating, and Evaluating requires further attention to ensure student awareness and responsibility for learning with a focus on instructional equity. The needs of low-income students within the district are great. Low-income students fall significantly behind "all students" in both Distance from Standard and Achievement of Grade level standards. Learning loss over the last year, combined with current performance below standard, compounds the concern regarding the academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs, and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Setting up systems to support differentiated instruction will be necessary to meet individual student needs. Various desired outcomes are set for "maintaining" as significant learning loss has occurred. Baselines are set on data which, while comparable in the future, leaves a gap in reporting time. Desired outcomes may be increased as student outcomes return to normal assessment timelines.

We plan to improve academic achievement and a positive school environment through the actions within this goal. The actions are designed and intended to help support and improve student learning as well as create a school environment that is conducive to learning. Linns-Valley will measure progress towards our goal utilizing the metrics identified below.

#### Metrics

State Priorities: 1, 2, 3, 4, 5, 7, 8

## Measuring and Reporting Results

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|----------------|----------------|---|
| 1A- Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. | Based on the CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. | Based on the 2021-22 CA Dashboard local indicator self-reflection tool, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. |                |                | Based on the CA Dashboard local indicator self-reflection tool, we will maintain 100% of Teachers appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching. |
| 1B- Standards-aligned instructional materials for every student.   | From California Dashboard Local Indicators will maintain 100% of all pupils having access to standards standards aligned materials  | From California Dashboard 2021-22 Local Indicators have maintained 100% of all pupils having access to standards aligned materials  |                |                | From California Dashboard Local Indicators will maintain 100% of all pupils having access to standards standards aligned materials  |
| 1C- School facilities in “Good Repair” per CDE’s Facility Inspection Tool (FIT).                                     | From California Dashboard Local Indicators Linns Valley has a May 2021 FIT report that indicates a “Good” rating at 100%.   | As of March 2022, FIT report indicates a “Good” rating at 100%.   |                |                | From California Dashboard Local Indicators Linns Valley will maintain a FIT report that indicates a “Good” rating at 100%   |
| 2A- Implementation of state board adopted academic content and performance   | From California Dashboard Local Indicators, Linns Valley has "Standard  | From California Dashboard 2021-22 Local Indicators  |                |                | From California Dashboard Local Indicators, Linns Valley will maintain  |

| Metric                      | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|-----------------------------|--|--|----------------|----------------|---|
| standards for all students. | <p>Met" for implementation of Academic standards based on the self-reflection tool.</p> <p>Professional Development:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Instructional Materials:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Policy and Program Support:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Implementation of Standards:<br/>Level 4- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 4- Professional Learning needs of</p> | <p>Professional Development:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Instructional Materials:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Policy and Program Support:<br/>Level 3- Science and History<br/>Level 4- ELA, ELD, Math</p> <p>Implementation of Standards:<br/>Level 4- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 4- Professional Learning needs of teachers and staff as a whole<br/>Level 4- Professional Learning of individual teachers</p> |                |                | <p>"Standard Met" for of Academic standards based on the self-reflection tool.</p> <p>Professional Development:<br/>Level 4- Science and History<br/>Level 5- ELA, ELD, Math</p> <p>Instructional Materials:<br/>Level 4- Science and History<br/>Level 5- ELA, ELD, Math</p> <p>Policy and Program Support:<br/>Level 4- Science and History<br/>Level 5- ELA, ELD, Math</p> <p>Implementation of Standards:<br/>Level 5- CTE, Heath, PE, VAPA, World Language</p> <p>School Leadership:<br/>Level 5- Professional Learning needs of</p> |

| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|----------------|----------------|---|
|  | <p>teachers and staff as a whole</p> <p>Level 4- Professional Learning of individual teachers</p> <p>Level 4- Support for teachers on standards they have not yet mastered</p>  | <p>Level 4- Support for teachers on standards they have not yet mastered</p>  |                |                | <p>teachers and staff as a whole</p> <p>Level 5- Professional Learning of individual teachers</p> <p>Level 5- Support for teachers on standards they have not yet mastered</p>  |
| 2B- How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. | <p>From California Dashboard Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.</p>                              | <p>From California Dashboard 2021-22 Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.</p>                                  |                |                | <p>From California Dashboard Local Indicators, 100% of Linns Valley EL students will continue to have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.</p>                     |
| 3a: Efforts to seek parent input in making decisions for district and school sites.  | <p>Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the</p> | <p>Based on the Ca Dashboard 2021-22 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 22% of all surveys received back from parents regarding input in making decisions at the</p> |                |                | <p>Based on Ca Dashboard self-reflection tool, parent survey results and attendance of parent participation in meetings, Linns Valley will achieve 75% of all surveys received back from parents regarding input in making decisions at</p> |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|---|----------------|----------------|--|
|   | school and 0 in person meetings for parent input.   | school and 0 in person meetings for parent input. 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates.  |                |                | the school and 50% in person meetings for parent input.  |
| 3b: How the district promotes participation of parents for unduplicated pupils. | Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self- | Based on the Ca Dashboard 2021-22 self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 22% of all surveys received back from parents regarding input in making decisions at the school and 0 in-person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at the initial implementation stage. |                |                | Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley will achieve increased implementation for parent and family engagement. Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley will increase receiving feedback of all surveys to 75% from parents regarding input in making decisions and an increase of attendance to 50% for in-person meetings or ZOOM meetings (if |

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|---|----------------|----------------|---|
|   | Reflection tool, Marketing efforts with flyers, emails, school webpage (promoting parent participation) was at the initial implementation stage.  | 100% of all parents at Linns Valley receive 2-way communication for all school events, transportation, grades, behavior, and school updates.  |                |                | deemed necessary due to Covid-19) for parent input. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with emails through ParentSquare, school webpage (promoting parent participation) will increase to full implementation.  |
| 3c: How district promotes participation of parents for pupils with exceptional needs. | Linns Valley does not have students with exceptional needs; however, based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 50% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent | Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 100% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Zoom Stakeholder |                |                | Linns Valley does not have students with exceptional needs; however, based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley will increase implementation to full implementation for parent and family engagement. Linns Valley will increase receiving 75% of all surveys back from parents regarding input in making decisions. |

| Metric                                  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|----------------|----------------|--|
|   | input due to Covid-19. Zoom Stakeholder meetings met with 0% parent attendance.  | meetings met with 0% parent attendance.  |                |                | The school will hold in person meetings for parent input if CDE approves the return of in-person meetings due to Covid-19. Zoom Stakeholder meetings or in-person meetings will increase to 50% of parent attendance.  |
| 4A- Statewide assessments administered. | Based on local assessments and benchmarks, the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards in Math. | <p>There is no dashboard data available because of the low number of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment.</p> <p>Based on 2021-22 local assessments and benchmarks, the district has identified 54% of low-income students meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in Language arts.</p> |                |                | Based on local assessments and benchmarks, the district will address and increase the percentage of students meeting or nearly meeting grade level standards. Increase to 53% for low-income students and 68% for all students meeting or nearly meeting grade level standards in Language arts. Increase to 53% for low-income students and 56% for all students meeting or nearly meeting grade level standards in Math. |



| Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|---|----------------|----------------|---|
|  | There is no dashboard data available because we had less than 11 students take the CAASPP Assessment. | The district also identified 54% of low-income students are meeting or nearly meeting grade level standards as compared to 61% of all students are meeting or nearly meeting grade level standards in Math. |                |                | There is no dashboard data available because of the low number of students in attendance at Linns Valley and a low number of students who take the CASSPP Assessment. |
| 4B- % of pupils that have successfully completed A-G requirements. | N/A   | N/A   |                |                | N/A   |
| 4C- % of pupils that have successfully completed CTE pathways.     | N/A   | N/A   |                |                | N/A   |
| 4D- % of pupils who have successfully completed both B & C.        | N/A   | N/A   |                |                | N/A   |
| 4E- % of ELs who make progress toward English proficiency.         | N/A   | N/A   |                |                | N/A   |
| 4F- EL reclassification rate.                                      | N/A   | N/A   |                |                | N/A   |
| 4G- % of pupils who pass AP exams with a score of 3 or higher.     | NA: Linns Valley School does not offer AP exams.  | NA: Linns Valley School does not offer AP exams.  |                |                | NA: Linns Valley School does not offer AP exams.  |

| Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|---|--|----------------|----------------|---|
| 4H- % of pupils who demonstrate preparedness for college by the EAP or any assessment of college preparedness. | N/A   | N/A  |                |                | N/A   |
| 5a: School attendance rates  | Using local SIS data, the Linns Valley School district attendance rate is 86.93%.   | Using local 2021-22 SIS data, the Linns Valley School district attendance rate is 78.96%.                            |                |                | Using local SIS data, the Linns Valley School district attendance rate will increase to 90%.                              |
| 5B- Chronic absenteeism (CA) rates.  | Using local SIS data Linns Valley School District' chronic absenteeism rate is at 29% for the 2020-2021 School Year.<br><br>2019 CA Dashboard Data reflects 10% of students are Chronically Absent. | Using local SIS data Linns Valley School District' chronic absenteeism rate is at 32% for the 2021-2022 School Year. |                |                | Using local SIS data and the CA Dashboard, Linns Valley School District will decrease the chronic absenteeism rate to 22% |
| 5C- Middle school dropout rates.   | Using local SIS data, Linns Valley School District dropout rate is 0%   | Using local 2021-22 SIS data, Linns Valley School District dropout rate is 0%  |                |                | Using local SIS data, Linns Valley School District will maintain a 0% dropout rate  |
| 5D- High school dropout rates.   | NA: Linns Valley School District does not have  | NA: Linns Valley School District does  |                |                | NA: Linns Valley School District does   |

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|---|----------------|----------------|--|
|  | high school students   | not have high school students   |                |                | not have high school students  |
| 5E- High school graduation rates.  | NA: Linns Valley School District does not have high school students  | NA: Linns Valley School District does not have high school students   |                |                | NA: Linns Valley School District does not have high school students  |
| 7A- Addresses the extent to which pupils have access to and are enrolled in a broad course of study including courses described for grades TK-8. | Based on the Ca Dashboard local indicator self-reflection tool, 100% of students have access to and are enrolled in a broad course of study                          | Based on the Ca Dashboard 2021-22 local indicator self-reflection tool, 100% of students have access to and are enrolled in a broad course of study                       |                |                | Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of students have access to and are enrolled in a broad course of study |
| 7B- Programs and services developed and provided to low income, English learner and foster youth pupils.   | Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of low-income students enrolled have access to programs and services | Based on the Ca Dashboard 2021-22 local indicator self-reflection tool, Linns Valley maintained 100% of low-income students enrolled have access to programs and services |                |                | Based on the Ca Dashboard local indicator self-reflection tool, Linns Valley will maintain 100% of low-income students enrolled having access to programs and services |
| 7C- Programs and services developed and provided to students with disabilities.  | NA: The 2018-19 California Dashboard and enrollment for 2019-20 and 2020-2021 show there are no students with exceptional needs                                      | Baseline has changed as Linns Valley now has students with disabilities. Based on local data review of special education programs   |                |                | Maintain Baseline that was changed in Year 1 Outcome.  |

| Metric                   | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------------------------|--|---|----------------|----------------|---|
|                          | enrolled at Linns Valley School.   | and services, 100% of all students have programs and services as detailed in student IEPs. These services include but not limited to:<br>2021-22<br>Observational data<br>Weekly consultant<br>Academic<br>Accommodations<br>Frequent Check-ins<br>Master-Schedule  |                |                |   |
| 8- Other Pupil Outcomes. | The 2020-2021 MobyMax results : the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly | The 2021-2022 MobyMax results: the district identified 54% of low-income students meeting or nearly meeting grade level standards as compared to 61% of all students meeting or nearly meeting grade level standards in Language arts.<br><br>The district also identified 54% of low-income students are meeting or nearly meeting grade level standards as compared to 61% of |                |                | The 2020-2021 MobyMax results show: Based on local assessments and benchmarks, the district will address and increase the percentage of students meeting or nearly meeting grade level standards while closing the gaps between low income and all student results. Increase to 53% for low-income students and 68% for all students meeting or nearly meeting grade level standards in |

| Metric | Baseline                       | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--------|--------------------------------|---|----------------|----------------|--|
|        | meeting grade level standards. | all students meeting or nearly meeting grade level standards in math. |                |                | Language arts. Increase to 53% for low-income students and 56% for all students meeting or nearly meeting grade level standards in Math. |

## Actions

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1.1      | Extra-Curricular Activities   | Due to Fiscal demands on our school, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.                | \$2,000.00  | No           |
| 1.2      | Well-Rounded Education-Electives around Fine Arts, Foreign Language and Career Tech | To provide a well-rounded education, including fine arts, foreign language, and career tech. An on-line program will be used for students in 6th-8th grade. All students will have the availability to take the courses provided per California Ed Code.<br><br>Title IV Dollars will be used for this action. | \$3,000.00  | No           |

| Action # | Title                   | Description  | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| 1.3      | Supplementary Materials | <p>Due to the diverse needs of our low-income students, we will purchase supplementary materials for struggling students. The supplemental materials will help meet grade level mastery of standards for students who may be behind in academic achievement. Teachers will utilize supplemental material before, during, after-school, and within their classroom for small group instruction to target learning loss due to Covid-19.</p> <p>Materials will include technology software, hardware, and materials and supplies.</p> <p>Title IV Dollars and LCFF funds will be used for this action.</p> | \$13,000.00 | Yes          |
| 1.4      | Academic Support        | <p>This is a multi-funded position<br/>LCFF Funding<br/>Provide support services and academic intervention for low income students by using 1 paraprofessional to support academic achievement in grade level standards for ELA and Math. The paraprofessional will assist with Response to Intervention before, during, and after-school as needed.</p> <p>Title II Funding<br/>Support services by using 1 paraprofessional to help all students develop the skills essential for learning and academic success by providing small group instruction and 1 on 1 support.</p>                           | \$18,200.00 | Yes          |
| 1.5      | HQ Teacher              | In order to accomodate multiple grade levels in a rural community. We will retain our fully credentialed teacher who will provide opportunities  | \$50,000.00 | No           |

| Action # | Title                          | Description   | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
|          |                                | for students to learn to read through small class sizes and similar abilities.<br><br>Title I and ESSER Dollars will be used for this action.   |             |              |
| 1.6      | Positive Playground Activities | To increase services to students during recess periods, Linns Valley will update playground infrastructure and equipment.<br><br>Title IV Dollars will be used for this action.                                       | \$5,000.00  | No           |
| 1.7      | Professional Development       | Professional Development Training would also be used for on site coaching for Avid Coaching, math, english language arts, and classroom engagement.<br><br>Cost include: training support and materials and supplies. | \$12,000.00 | Yes          |

## Goal Analysis [2021-22]

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

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

There were substantive differences in the overall implementation of the following actions during the 2021-22 school year.

- 1.1 Extra-Curricular Activities (Implemented as planned however did not use all of allocated funds due to Covid-19 not allowing student activities)
- 1.2 Well-Rounded Education Electives (Did not implement due to Covid-19 and bringing electives back on campus)
- 1.3 Supplemental Materials/Professional Development (Professional Development was provided in some areas and supplemental material was purchased)
- 1.4 Academic Support (Implemented as planned)
- 1.5 HQ teacher (Implemented as planned)

#### 1.6 Well-Rounded Education- PE (Implemented as planned)

The challenges these actions included was lack of personnel available due to Covid-19 and not all professional learning not being offered during the timeframe needed. Linns Valley will bring the actions that had substantive differences into this next years LCAP as we believe the implementation of these actions will help the district move closer in achieving Goal 1.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$73,990. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$49,176.81. This is a difference of \$24,813.19. The substantive difference (\$11,396) was in action 4, Academic Support, due to other funding used in place of the original allocated dollars. Please note that the material difference does not represent the LCAP carry-over funding amount.

1.1 Extra-Curricular Activities (Material Difference of approximately \$900)

1.2 Well-Rounded Education Electives (Material Difference of approximately \$3000)

1.3 Supplemental Materials/Professional Development (Material Difference of approximately \$2500, did not have all professional development implemented)

1.4 Academic Support (Material Difference of approximately \$11,396, due to other funding used in place of the original allocated dollars)

1.5 HQ teacher (Title I dollars were originally budgeted for this action, however we had a drastic reduction in funds to Title I (from \$46,000 down to \$3,100). While the action was implemented, only the budgeted amount from Title I (\$3,100) was expended from the original allocation. The remainder balance of this action used ESSER funds.

1.6 Well-Rounded Education- PE (Material Difference of approximately \$7000 due to other funding used in place of the original allocated dollars)

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

LCAP Goal 1 is to accelerate student learning and promote a safe and positive environment by strengthening grade level standards-based instruction, social emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement. Based on local assessments and benchmarks, the district has identified 61% of all students meeting or nearly meeting grade level standards in Language Arts. This was a small decrease in comparison to last year 62% of all students meeting or nearly meeting grade level standards in Language Arts.



The district also identified 61% of all students are meeting or nearly meeting grade level standards in Math. This was an increase of 11% in comparison to last year (50% of all students meeting or nearly meeting grade level standards in Language Arts).

Based on an analysis of these results, the Highly Qualified teacher (Action 1.5) and Academic Support (Action 1.4) helped reduced class size and therefore more small group instructions and individual support was able to be provided. The support of the paraprofessional also assisted in small group instruction and helped close the learning loss for students by offering supplemental support. While we have seen a decline in opportunities for student Extra-Curricular activities and electives due to Covid-19 restrictions, we anticipate this being offered next year more consistently and will likely increase the parent involvement at school.

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.

After consulting with educational partners, the greatest change to this goal will be with the actions. It was determined that 1 action needed to be separated to create 2 distinct actions. Goal 1, Action 3 (Supplementary Materials/Professional Development) was split into 2 actions so that the LCAP was more defined in the actions. Due to low test scores and a focus on writing next year, the Linns Valley staff is being trained this summer with AVID strategies. Linns Valley plans on having consistent professional development and ongoing coaching next year to help consistent AVID implementation school-wide (Action 1.7 is a new action this year).

There was also a change to the metric used in Priority 7c. Linns Valley now has special education student(s) and has adjusted year 1 outcomes to represent as a baseline year for this state priority.

There has also been additional funding added to actions to account for increased personnel cost (Action 4, 5, and 7).

**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      | Linns Valley School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. |

An explanation of why the LEA has developed this goal.

Linns Valley School District is a small community of learning of grades K-8 within two classrooms. While the community is a tight knit (small) community, the importance of student learning with the school is the focal point of Goal 2.

Linns Valley School District firmly believes in the student triangle of support. This support has a foundational understanding that in order for our students to succeed in academics and beyond high school we need to have support from the parents and school. We believe if there is an increase in parent involvement then student academic achievement will increase. If student academic achievement increases then students will have more opportunities after high school to college/and or career opportunities.

We plan on implementing the following four actions with identified metrics to achieve this goal by the following:

- Linns Valley will increase stakeholder meetings to increase stakeholder input and parent participation as current participation is minimal.
- Linns Valley will communicate through Bobcat Newsletters to improve on parent/school communication.
- Linns Valley will include social events involving all stakeholders to improve the partnership between Linns Valley and stakeholders.
- Linns Valley will continue to use ParentSquare to communicate to keep the stakeholders connected to what is happening in and at Linns Valley.

We plan to improve collaborative partnerships through the actions within this goal. The actions are designed and intended to help support and improve communication that will foster a safe and welcoming environment. Linns-Valley will measure progress towards our goal utilizing the metrics identified below.

State Priorities:  
3, 6

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|--|----------------|----------------|--|
| 3A- Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. | Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 50% of all surveys received back from parents regarding input in making decisions at the school and 0 in person meetings for parent input. | Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 22% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.<br><br>Also from the Ca Dashboard Local Indicator 2021-22 Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage. |                |                | Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley has 75% of all surveys received back from parents regarding input in making decisions at the school and 3 in person meetings for parent input. |
| 3B- How the school district will promote parental participation in programs for low income, English learner and foster youth pupils.    | Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family   | Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family   |                |                | Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley  |

| Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|--|--|----------------|----------------|---|
|   | <p>engagement. While receiving 50% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>engagement. While receiving 22% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator 2021-22 Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> |                |                | <p>will maintain 100% of all surveys received back from parents regarding input in making decisions at the school and have at least 3 in person meetings per year for parent input.</p> <p>From the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) will increase to a self-reflection rating of a full implementation and sustainability stage.</p> |
| 3C- How the school district will promote parental participation in programs for students with disabilities. | Based on Ca Dashboard self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 50% of all surveys back from parents regarding  | Based on Ca Dashboard 2021-22 self-reflection tool, parent survey results, Linns Valley is in the initial implementation for parent and family engagement. While receiving 22% of all surveys back from parents regarding  |                |                | Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Linns Valley will maintain 100% of all surveys received back from parents regarding input in   |

| Metric                    | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---------------------------|---|---|----------------|----------------|---|
|                           | <p>input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> | <p>input in making decisions the school had 0 in person meetings for parent input due to Covid-19.</p> <p>Also from the Ca Dashboard Local Indicator 2021-22 Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.</p> |                |                | <p>making decisions at the school and have at least 3 in person meetings per year for parent input.</p> <p>From the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) will increase to a self-reflection rating of a full implementation and sustainability stage.</p> |
| 6A- Suspension rates.     | According to the 2018-19 California Dashboard, Linns Valley School District has a 0% suspension rate.   | Using Local 2021-22 data, Linns Valley School District has a 0 suspensions for the 2021-22 school year (As of May 26, 2022)   |                |                | Using the CA Dashboard, Linns Valley will maintain a 0% suspension rate.  |
| 6B- Expulsion rates.      | According to the California Dashboard, Linns Valley School District has a 0% expulsion rate.  | Using Local 2021-22 data, Linns Valley School District has 0 expulsions for the 2021-22 school year (As of May 26, 2022)  |                |                | Using the California Dashboard, Linns Valley School District will maintain a 0% expulsion rate.   |
| 6C- Other local measures. | Using local survey data, 100% of  | Using local 2021-22 survey data, 100% of  |                |                | Using local survey data, Linns Valley will  |

| Metric | Baseline  | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|---|---|----------------|----------------|---|
|        | students strongly agree or agree with feeling safe and connected to school. | students strongly agree or agree with feeling safe and connected to school. |                |                | maintain baseline (100%) of students who strongly agree or agree with feeling safe and connected to school. |

## Actions

| Action # | Title                  | Description   | Total Funds | Contributing |
|----------|------------------------|---|-------------|--------------|
| 2.1      | Stakeholder input      | In order to ensure the voice of our unduplicated parents, we will continue to get stakeholder feedback by stakeholder meetings, stakeholder surveys, and stakeholder questionnaires throughout the school year.   | \$300.00    | No           |
| 2.2      | Bobcat Newsletter      | Continue with parent, family and school informational notices through Bobcat Newsletter.  | \$100.00    | No           |
| 2.3      | Stakeholder Activities | Meet and Greet social hour between school staff, teachers, administration, board members and parents.<br>Back- to- School Night<br>Parent/Community BBQ<br>Awards Ceremony<br>Kindergarten Graduation/8th Grade Graduation<br>Winter Program<br>Movie Night | \$800.00    | No           |

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 2.4      | ParentSquare: Web Based Program for Communication | To address our need for parent communication we will maintain a web based program called ParentSquare. This will allow teachers and administration to communicate with parents on a regular basis as needed. | \$499.00    | No           |

## Goal Analysis [2021-22]

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

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

There were no substantive differences in the overall implementation of the following actions during the 2021-22 school year.

- 2.1 Stakeholder Input (Implemented as planned)
- 2.2 Bobcat Newsletter (Implemented as planned)
- 2.3 Stakeholder Activities (Was not able to offer all activities due to Covid-19)
- 2.4 ParentSquare: Web Based Program for Communication (Implemented as planned)

Linns Valley has had a lot of successes in Goal 2, as our suspension rate remain at 0 and our student survey this year had 100% of students responding that they strongly agree or agree that they feel safe at school. While communication and fostering a welcoming educational environment is a focus for Goal 2, Linns Valley continues to work on this with our educational partners. Communication using ParentSquare and the continued implementation of our Bobcat Newsletter allows our parents and community the most updated school information possible. We continued to seek input through our surveys this year and the results inform us our progress outlined in our metrics.

The challenges these actions included not all student activities were offered due to Covid-19. These activities bring more parent involvement to our school as many parents come and participate in these functions. We plan on continuing these activities next year as parents look forward to coming to back to school nights, winter programs, etc. We continue to face the challenge of low parent participation at school. Activities at school were not offered due to Covid-19. We plan on doubling our efforts this year by providing ongoing school related goals and progress to families. This will be done with the actions outlined in Goal 2.

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.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$1699. The estimated actual expenditures for 2021-22 LCAP Goal 2 was \$0. This is a difference of \$1699. Though all the actions were implemented as planned, other available funding (Federal and State funding) was used instead of the original funds from LCFF. Please note that the material difference does not represent the LCAP carry-over funding amount.

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

LCAP Goal 2 is: expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. Based on data, the district continues to have 0 students suspended for the year and strong evidence from our student surveys that they feel safe at school. We believe the implementation of ParentSquare (Action 2.4) has helped with the parent reinforcement about the importance of school at home. This technology communication tool has provided an increase in readily available data to parents in a much faster way than before and many parents prefer the platform.

The district also identified some challenges with parent communication and participation (Action 2.1). While Covid-19 has played a direct challenge to parent involvement, our efforts to increase this involvement next year will be evident in our activities offered.

Based on an analysis of these results, we will continue all actions within Goal 2.

The Highly Qualified teacher (Action 1.5) and Academic Support (Action 1.4) helped reduce class size and therefore more small group instruction and individual support was able to be provided. The support of the paraprofessional also assisted in small group instruction and helped close the learning loss for students by offering supplemental support. While we have seen a decline in opportunities for student Extra-Curricular activities and electives due to Covid-19 restrictions, we anticipate this being offered next year more consistently and will likely increase the parent involvement at school.

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.

No changes were made to planned goal metrics, desired outcomes, or action within Goal 2.

**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 [2022-23]

|   |  |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$23,794  | 454  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 13.19%  | 9.58%                       | \$16,401.19             | 22.77%  |

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.

After assessing the needs, conditions, and circumstances of our low-income students, we learned that Linns Valley School has 20 students in two classrooms with two full-time teachers and two part-time paraprofessionals. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 54% of low-income students meeting or nearly meeting grade-level standards as compared to 61% of all students meeting or nearly meeting grade-level standards in both language arts and math. Though the performance gap has decreased this year, there still remains a performance gap between low-income students and all students by 7% in both language arts and math.

There was a decrease from 62% to 61% of all students meeting or nearly meeting grade level standards in math.

The California School Dashboard that was released in Fall 2019 does not show color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to the DataQuest report:

2018 California Dashboard data

ELA

All students show a -47.8 distance from standard

Low-income students show a -55.7 distance from standard

MATH

All students show a -100.6 distance from standard

Low-income students show a -108.6 distance from standard

The Chronic Absenteeism Rate for Linns Valley has been an identified need trend for the past few years. According to the DataQuest report, the trend for Chronic Absenteeism is as follows:

All Students

2016-17 shows 12%

2017-18 shows 12%

2018-19 shows 10%

2019-20 shows 10%

2020-21 shows

PER CALPADS REPORT

2021-22 shows 32%

Low-Income Students

2016-17 shows 16.7%

2017-18 shows 15.4%

2018-19 shows 18.2%

2019-20 shows 16.7%

2020-21 shows

## PER CALPADS REPORT

There is a need to address the learning gaps in both language arts, math, and chronic absenteeism rate for Socioeconomically Disadvantaged students.

In order to address this condition of our low-income students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:

Goal # 1: Linns Valley School will accelerate student learning and promote a safe and positive environment by strengthening grade-level standards-based instruction, social-emotional learning, targeted intervention, and purposeful enrichment supported by student data and a commitment to ensuring all students attain higher levels of achievement.

Action # 3: Supplementary Materials

Action # 4: Academic Support

Action # 7: Professional Development

These actions are being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the significantly lower academic achievement in ELA and Math of low-income students, we expect that all low-income students will decrease their achievement gap by a 50% increase as measured by the MobyMax Standard Testing. Because our academic achievement data for our low-income students is significantly lower than all students, we expect that the ELA and Math local assessment results will increase significantly more than the average assessment results of all other students. The action of an additional aide (Goal 1, Action 4) will prioritize our students with the academic need first by providing additional time (hours) to our low-income students. Linns Valley will also provide supplemental materials (Goal 1, Action 3) for low-income students to meet grade-level standards. This action will be an improvement in service for low-income students as it will provide an additional targeted intervention with grade-level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade-level standards and improve in academic performance. The action of professional development (Goal 1, Action 7) will provide AVID training for Linns Valley staff as a teaching strategy to address the importance of school attendance and provide opportunities for college and career awareness for the students. This action will be an improvement in service for low-income students as it will provide a tool and strategies that promote academic achievement and students will want to attend school more regularly. By providing AVID to students who struggle with attendance, we can use goal setting as well as other tools to motivate students to improve daily attendance. The teachers and administration will meet as a group throughout the year to review benchmark results from Common Core State Standard aligned benchmarks. Professional development will be provided for all teachers through KCSOS. We will reach out to each parent through ParentSquare or personal invites to invite and include all parents in school activities. After reviewing and analyzing data with

Chronic Absenteeism Rate we will train staff and implement AVID as a strategy to address the importance of school and provide opportunities for college and career awareness.

Linns Valley is committed to providing communication to our parents. The feedback from parents requested that this would continue to be a focus. Linns Valley feels that we have incorporated the feedback from parents into Goal #2 even though the actions we listed are not contributing to an increase or improvement in service to English Learners, Foster Youth, and Low-Income students. We will continue to provide constant and consistent feedback to our stakeholders by maintaining ParentSquare, BobCat Newsletter, and Parent Engagement activities to inform them how school attendance is important in an effort to reduce our Chronic Absenteeism Rate.

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

Linns Valley has goals and actions to meet the needs of our low-income students. All actions we have identified are outlined in the previous prompt and will be used on an LEA-wide basis. According to the minimum proportionality calculation, the percentage by which Linns Valley will increase or improve services is 22.77%. Linns Valley will meet this percentage required by increasing service hours (time) with small group instruction for our low-income students who have been identified with a academic performance gap. The action of an additional aide will prioritize our students with the academic need first. Linns Valley will also meet this percentage by providing supplemental material for low-income students to meet grade level standards. This action will be an improvement in service for low-income students as it will provide additional targeted intervention with grade level standards that students struggle with the core curriculum providing. By offering this to students who struggle, they will be able to meet grade level standards and improve in academic performance that is outlined below:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that Linns Valley School has 20 students in two classrooms with two full-time teachers and two part-time paraprofessionals. Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 54% of low-income students meeting or nearly meeting grade-level standards as compared to 61% of all students meeting or nearly meeting grade-level standards in both language arts and math. Though the performance gap has decreased this year, there still remains a performance gap between low-income students and all students by 7% in both language arts and math.

There was a decrease from 62% to 61% of all students meeting or nearly meeting grade level standards in math.

The California School Dashboard that was released Fall 2019 does not show a color for our school due to having less than 30 students in each student group. Our latest California Dashboard from 2018 shows a performance gap in English and Math for our Low-Income students. According to DataQuest report:

2018 California Dashboard data

ELA

All students shows -47.8 distance from standard

Low-income students showing -55.7 distance from standard

MATH

All students shows -100.6 distance from standard

Low-income students showing -108.6 distance from standard

2019 California Dashboard data

ELA

All students shows -21.4 distance from standard

MATH

All students shows -66.5 distance from standard

Using data from 2021 local assessments (MobyMax: Language Arts and Math), the district has identified 33% of low-income students meeting or nearly meeting grade level standards as compared to 62% of all students meeting or nearly meeting grade level standards in Language arts. The district also identified 33% of low-income students are meeting or nearly meeting grade level standards as compared to 50% of all students are meeting or nearly meeting grade level standards. There is a need to address the learning gaps in both language arts and math for low-income students.

We do not currently have any Foster Youth or English Learner students.

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.

Linns Valley does not receive additional concentration grant add-on funding.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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  | 1:6   |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A  | 1:9   |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds  | Total Personnel | Total Non-personnel |
|--------|-------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$43,935.00 |                   |             | \$60,964.00   | \$104,899.00 | \$69,700.00     | \$35,199.00         |

| Goal | Action # | Action Title  | Student Group(s) | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|------------------|-------------|-------------------|-------------|---------------|-------------|
| 1    | 1.1      | Extra-Curricular Activities   | All              | \$2,000.00  |                   |             |               | \$2,000.00  |
| 1    | 1.2      | Well-Rounded Education-Electives around Fine Arts, Foreign Language and Career Tech | All              |             |                   |             | \$3,000.00    | \$3,000.00  |
| 1    | 1.3      | Supplementary Materials   | Low Income       | \$11,000.00 |                   |             | \$2,000.00    | \$13,000.00 |
| 1    | 1.4      | Academic Support  | Low Income       | \$17,236.00 |                   |             | \$964.00      | \$18,200.00 |
| 1    | 1.5      | HQ Teacher  | All              |             |                   |             | \$50,000.00   | \$50,000.00 |
| 1    | 1.6      | Positive Playground Activities  | All              |             |                   |             | \$5,000.00    | \$5,000.00  |
| 1    | 1.7      | Professional Development  | Low Income       | \$12,000.00 |                   |             |               | \$12,000.00 |
| 2    | 2.1      | Stakeholder input   | All              | \$300.00    |                   |             |               | \$300.00    |
| 2    | 2.2      | Bobcat Newsletter   | All              | \$100.00    |                   |             |               | \$100.00    |
| 2    | 2.3      | Stakeholder Activities  | All              | \$800.00    |                   |             |               | \$800.00    |
| 2    | 2.4      | ParentSquare: Web Based Program for Communication                                   | All              | \$499.00    |                   |             |               | \$499.00    |

## 2022-23 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$180,359                    | \$23,794   | 13.19%  | 9.58%  | 22.77%  | \$40,236.00   | 0.00%  | 22.31 %  | <b>Total:</b>            | \$40,236.00      |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$40,236.00      |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$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    | 1.3      | Supplementary Materials  | Yes   | LEA-wide | Low Income                    | All Schools | \$11,000.00  |   |
| 1    | 1.4      | Academic Support         | Yes   | LEA-wide | Low Income                    | All Schools | \$17,236.00  |   |
| 1    | 1.7      | Professional Development | Yes   | LEA-wide | Low Income                    | All Schools | \$12,000.00  |   |



## 2021-22 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$75,689.00  | \$49,176.81                                |

| 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                  | Extra-Curricular Activities   | No   | \$2,000.00                                     | \$1017.00   |
| 1                  | 1.2                  | Well-Rounded Education-Electives around Fine Arts, Foreign Language and Career Tech | No   | \$3,000.00                                     | 0   |
| 1                  | 1.3                  | Supplementary Materials/Professional Development                                    | Yes  | \$4,000.00                                     | \$1565.81   |
| 1                  | 1.4                  | Academic Support  | Yes  | \$11,396.00                                    | 0   |
| 1                  | 1.5                  | HQ Teacher  | No   | \$46,594.00                                    | \$46,594.00                                       |
| 1                  | 1.6                  | Well-Rounded Education-PE   | No   | \$7,000.00                                     | 0   |
| 2                  | 2.1                  | Stakeholder input   | No   | \$300.00                                       | 0   |
| 2                  | 2.2                  | Bobcat Newsletter   | No   | \$100.00                                       | 0   |
| 2                  | 2.3                  | Stakeholder Activities  | No   | \$800.00                                       | 0   |
| 2                  | 2.4                  | ParentSquare: Web Based Program for Communication                                   | No   | \$499.00                                       | 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) |
|--------------------|----------------------|----------------------------|--|--|---|
|                    |                      |                            |  |  |   |

**2021-22 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) |
|--|---|---|--|--|--|--|
| \$17,967   | \$12,800.00   | \$1,565.81  | \$11,234.19  | 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                  | 1.3                  | Supplementary Materials/Professional Development | Yes   | \$4,000.00   | 1565.81   |   |   |
| 1                  | 1.4                  | Academic Support                                 | Yes   | \$8,800.00   |   |   |   |

**2021-22 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) |
|---|---|--|---|--|---|--|--|---|
| \$171,244   | \$17,967  | 0  | 10.49%  | \$1,565.81   | 0.00%   | 0.91%  | \$16,401.19  | 9.58%   |