

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buena Vista School

CDS Code: 54718296053862

School Year: 2023-24

LEA contact information:

Carole Mederos

Superintendent/Principal

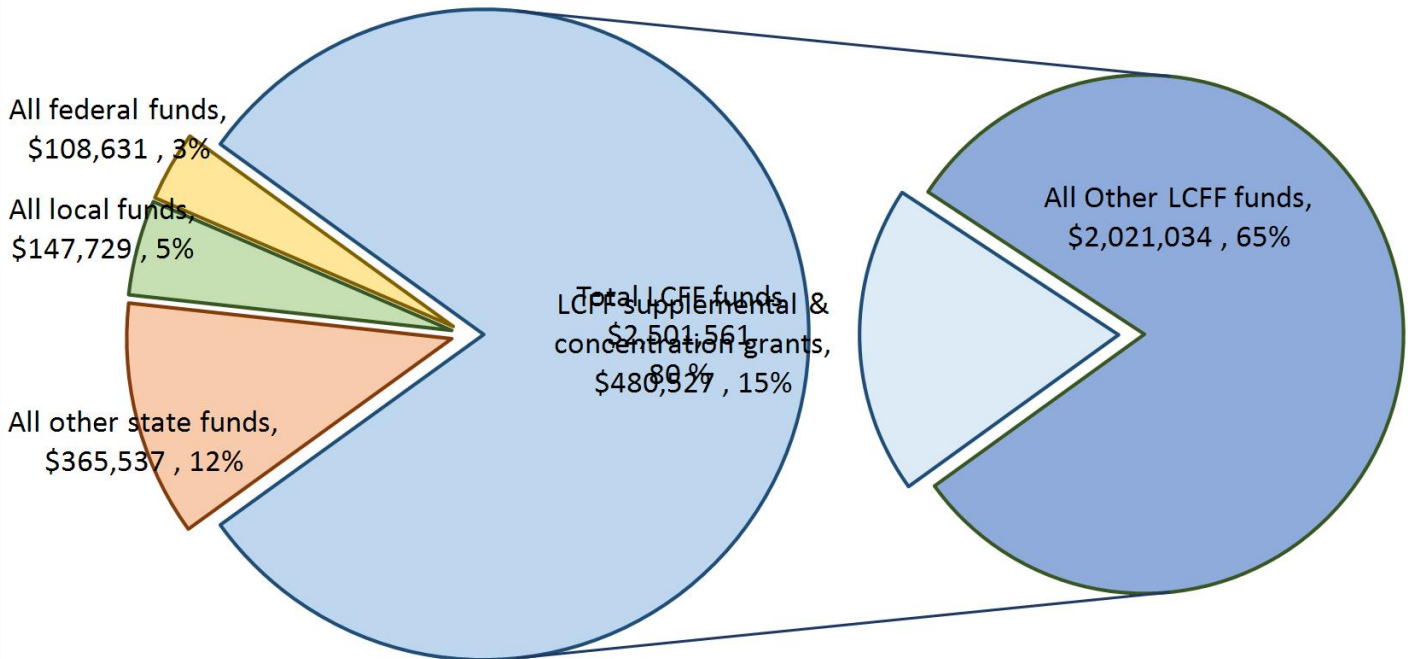
cmederos@buenavistaeagles.org

5596862015

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

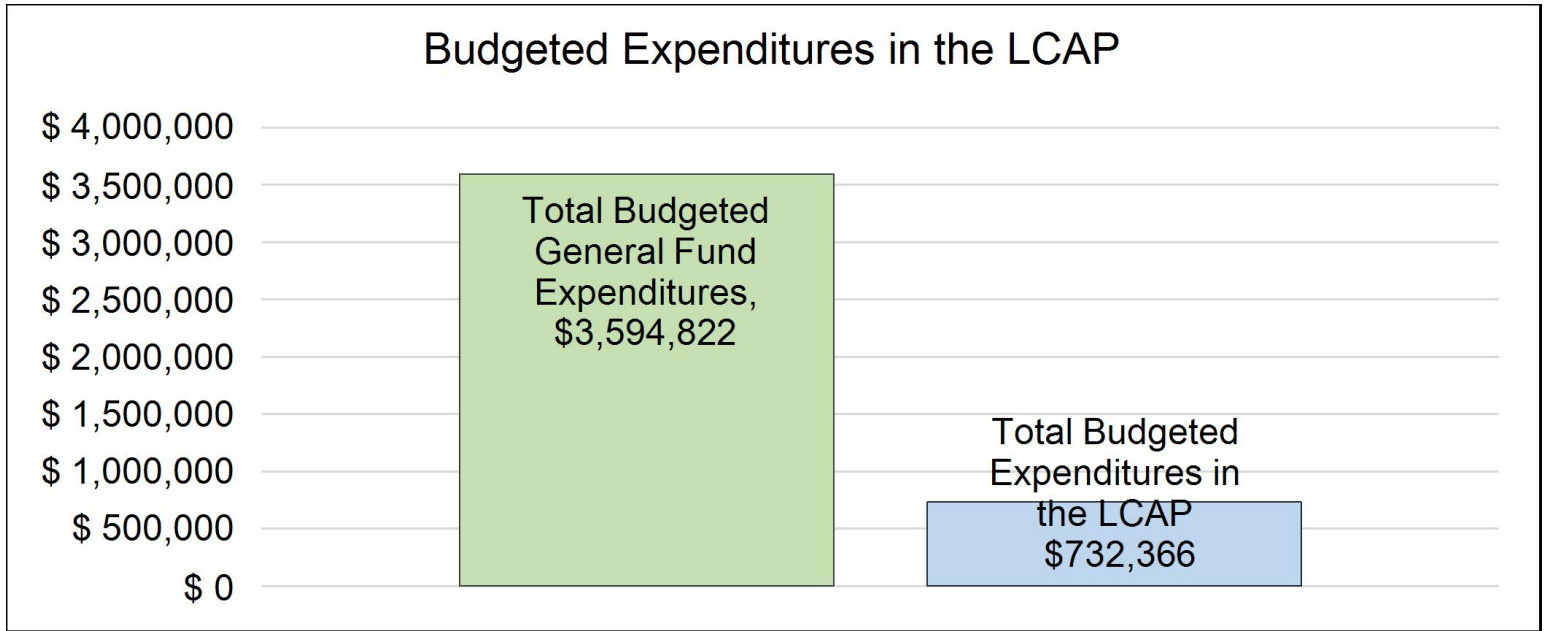


This chart shows the total general purpose revenue Buena Vista School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buena Vista School is \$3,123,458, of which \$2,501,561 is Local Control Funding Formula (LCFF), \$365,537 is other state funds, \$147,729 is local funds, and \$108,631 is federal funds. Of the \$2,501,561 in LCFF Funds, \$480,527 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 Buena Vista School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Buena Vista School plans to spend \$3,594,822 for the 2023-24 school year. Of that amount, \$732,366 is tied to actions/services in the LCAP and \$2,862,456 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

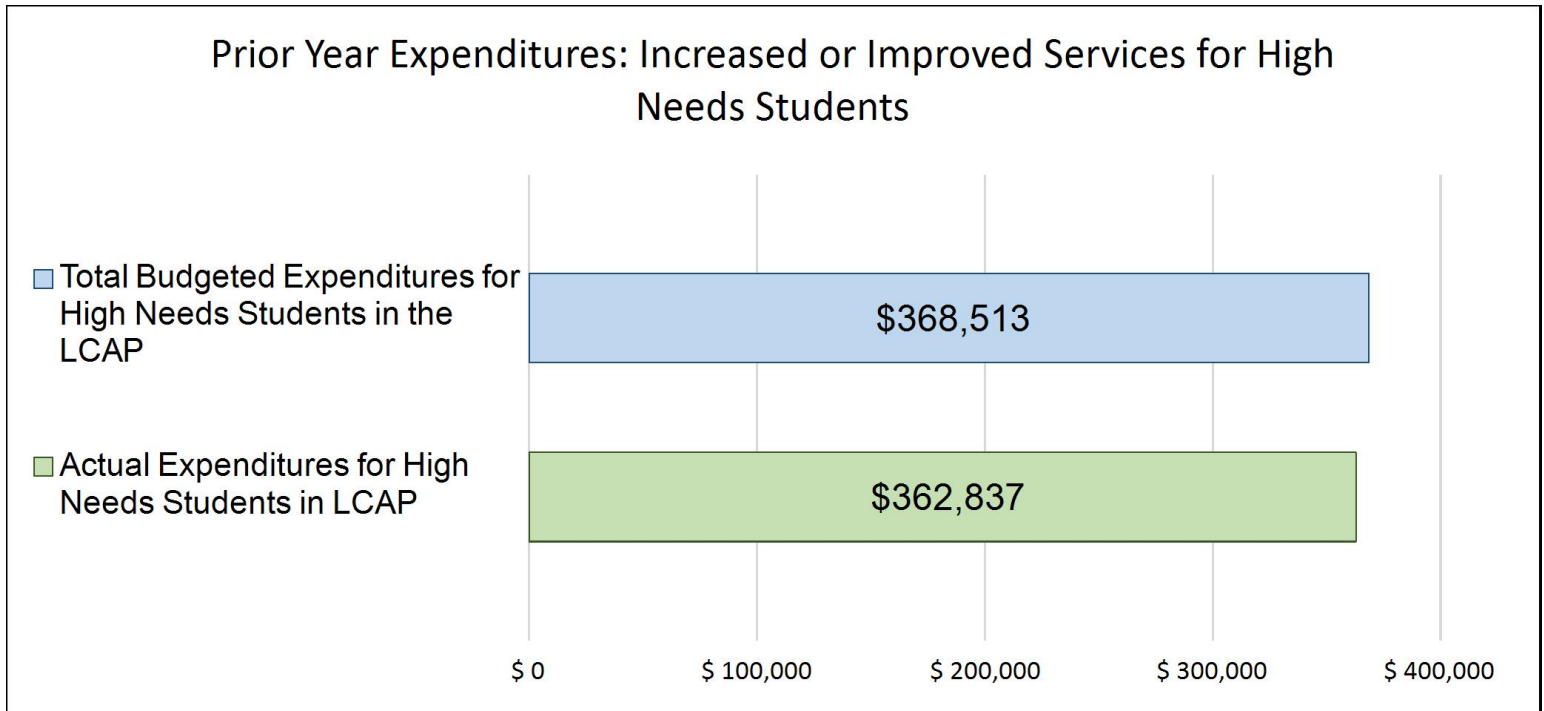
The budgeted expenditures in the 2023-24 budget that are not included in the Local Accountability Plan, provide for all the necessities of running the school. The general fund provides for administration, teachers, instructional materials, technology, maintenance and transportation.

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

In 2023-24, Buena Vista School is projecting it will receive \$480,527 based on the enrollment of foster youth, English learner, and low-income students. Buena Vista School must describe how it intends to increase or improve services for high needs students in the LCAP. Buena Vista School plans to spend \$545,233 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Buena Vista School's LCAP budgeted \$368,513 for planned actions to increase or improve services for high needs students. Buena Vista School actually spent \$362,837 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-5,676 had the following impact on Buena Vista School's ability to increase or improve services for high needs students:

Minimal impact on our ability to increase or improve services for our high needs students. The main source of cost savings was in assemblies and parent meetings. These services were still provided at no cost. Any unspent LCFF supplemental and concentration grant funds will be carried over into the 2023-24 year and spent on increased services for students.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Buena Vista School	Carole Mederos Superintendent/Principal	cmederos@buenavistaeagles.org 5596862015

## Plan Summary [2023-24]

### General Information

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

Buena Vista School District is a single-school school district in rural Tulare County. Buena Vista is a K-8 school with an enrollment of approximately 197 students. We have 12 certificated staff including one administrator. The ethnic make up of the school is 75.1% Hispanic, 23.4% White, 1.0% African American and .5% are two or more races. The Concentration Subgroups are English Learners at 18.8%, and Socio-economically disadvantaged at 73.1%. A large percentage of our students come from outside our district borders. Our program meets the needs of families that are looking for something smaller and more family oriented. Our students graduate from eighth grade with a strong academic foundation and experience in sports and student body leadership. Most will go on to high school to participate in high school leadership and sports. And, most are high achievers academically and will attend four year colleges and universities. We have a strong family atmosphere, with active parent participation. Our parents support our academic program with field trips, assemblies, book fairs and reward incentives. You will often find parents volunteering in classrooms and Parent Club events.

Mission Statement: "Buena Vista is devoted to developing a well-rounded student. We provide a supportive education environment in a small-school setting. Our family community encourages confident, focused and motivated learners."

### Reflections: Successes

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

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard. but change is

not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected in the cell phone bars that range from "very low" to "very high".

When the COVID-19 pandemic and school closure happened, teachers took on a growth mindset as they tackled several challenges such as learning new technology platforms to provide instruction and feedback to students. One major success during this time, was that through our LCAP and ESSER III funds, we were able to provide for 100% of students with Chromebooks and hot spots for those families that were not adequately connected to the internet. The one-to-one devices has been maintained through the 2022-23 year.

One hundred percent of our teachers continue to be highly qualified and appropriately assigned. Also, 100% of our students have access to standards align instructional materials and have access to a broad course of study.

We have continued to maintain our facility in exemplary condition according to the Facility Inspection Tool which is used to inspect the campus annually in July or August before school starts.

We increased the number of students participating in band and expect that next year will be an even better increase along with a successful drama program.

In review of the 2022 CA School Dashboard, the highlight was receiving a Very High status for English Learner Progress. The 2021-22 ELPAC assessment shows 65.6% of our English learner students are making progress towards English language proficiency. This rating exceeds the state average of 50.3%. We will continue to provide small group intervention within the mainstream classroom as well as provide pull-out reading intervention. The certificated and classified staff have also worked collaboratively with a staff development and curriculum specialist from the TCOE ELA department in developing and implementing a structured intervention program with a base in Guided Reading.

Another success is that Buena Vista is no longer eligible for Differentiated Assistance.

Buena Vista administered surveys to parents, 5th and 6th grade students and 7th and 8th grade students. The results of the surveys show that nearly 100% of parents and students feel that students are safe and well-cared for at Buena Vista. The same is true of feeling connected and part of the Buena Vista Family. However many feel that safety is still a concern. They are appreciating the sheriff on campus or on a campus nearby.

#### Safe at Buena Vista

Parents: 94.5% feel that their students are safe at Buena Vista

5th and 6th Grade Students: 93.4% feel that their students are safe at Buena Vista

7th and 8th Grade Students: 100% feel that their students are safe at Buena Vista

#### Staff care for students

Parents: 98.7% feel that staff care for the students

5th and 6th grade: 97.5% feel that staff care for the students

7th and 8th grade: 100% feel that staff care for the students

Students feel connected and a part of the Buena Vista Family  
Parents: 95.7% feel connected and a part of the Buena Vista Family  
5th and 6th grade: 97.5% feel connected and a part of the Buena Vista Family  
7th and 8th grade: 100% feel connected and a part of the Buena Vista Family

## 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.

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected using status bars (look like cell phone bars) that range from "very low" to "very high".

### ACADEMIC ACHIEVEMENT

According to the 2022 CA School Dashboard, our academics are "Low" in both ELA and Math. The students at Buena Vista are averaging 34.2 points below standard on ELA and 66.7 points below standard on Math. Both scores are below the state average of 12.2 points below standard and 51.7 points below standard, respectively. Both scores are below our baseline data year (also pre-pandemic) data of 11.2 points below standard and 35.9 points below standard respectively. The district will continue to prioritize students' academic achievement with the hope these scores will improve at least to the pre-pandemic levels. Some of our next steps to address these needs are to provide adequate training to new teachers and paraprofessionals around the content standards and guided reading, continue to work with our TCOE consultant on content knowledge and best pedagogy practices, provide a more structured after-school program through HEART, and continue to monitor guided reading groups as well as collect and report data regularly, .

### CHRONIC ABSENTEEISM

Chronic Absenteeism was an issue statewide in 2021-22 with the mandatory COVID quarantines. Buena Vista was no different. Based on 2021-22 attendance data and as reported on the 2022 CA School Dashboard, Buena Vista's chronic absenteeism indicator is "Very High" with 26.1% of our students chronically absent (missing 10% or more of the school year). Attendance is improving but continues to be an issue for us this year going from a 97% attendance rate pre-pandemic to a 93% attendance rate during 2022-23. Fortunately, we can see that things are improving now that quarantine requirements have been reduced. We believe that by continuing our efforts, we will see a strong improvement in attendance and chronic absenteeism. These efforts include ensuring students have transportation to and from school, providing them with social, emotional and mental supports, and rewarding good attendance.

Teachers feel that we can make some adjustments to our report cards to give a more clear description of how students are doing in comparison to the grade level standards. New report cards are being investigated.



Teachers are also feeling that we need to take a new direction in our writing instruction. We have been using "Units of Study". Teachers have noticed that this does not prepare students properly for the different genres that will be tested on CAASPP. We will be investigating new programs and professional development in writing.

There were no student groups performing two or more levels below the performance of "All Students" group on and 2022 Dashboard Indicator.

## LCAP Highlights

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

This 2021-2024 LCAP continues to be focused on four major areas: academic growth for all students with extra support for our English Learners, socio-economically disadvantaged (low-income) and our foster youth, attendance, social-emotional support, and increased opportunities in our visual and performing arts program.

Goal 1: Increase the rate at which English Learning students become proficient in English.

Actions:

1.1: Provide ELD training/coaching for all instructional staff.

Goal 2: Increase student achievement in the areas of English Language Arts and Mathematics based on State and local assessments.

Actions:

2.1: Hire and/or maintain instructional aides.

2.2: Contract with TCOE for curriculum consultants/coaches.

2.3: Provide continued new teacher support by providing a mentor.

2.4: Purchase/maintain technology devices and program licenses.

2.5: Hire a Teacher on Special Assignment to compile and monitor data and to provide intervention for at-risk students.

2.6: Provide substitute teachers in order for teachers to participate in training/coaching.

2.8: Contract with HEART Program for After-school program and support.

Goal 3: Improve student attendance in order to have 100% of the students at Buena Vista engaged in learning.

Actions:

3.1: Hold monthly parent information meetings.

3.3: Hire a part-time custodian/bus driver.

3.4: Contract with TCOE or increased psychologist time.

3.5: Contract with TCOE for one day of Social Worker time.

3.6: Purchase attendance incentives and rewards.



3.7: Provide materials and/or assemblies to support SEL.

3.8: Contract for one day of Tulare County Sheriff to provide support and develop positive relationships with students and their families.

Goal 4: Improve students' experiences and participation in visual and performing arts.

Actions:

4.1: Purchase and service band instruments/equipment and music.

4.2: Purchase performance licenses, costumes, and stipends for drama coaches.

## 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.

Buena Vista considers education partner engagement vital to a complete and productive LCAP. Educational partner engagement during the 2022-23 school year was completed in the following ways: small group and individual meetings with staff and parents, through the distribution of letters (by mail and posted in the students' Google classrooms), all-call messages and texts were used for information and reminders of meetings and other events, messages/notes were sent home with students, and this year we added Parent Square as a two-way communication tool for parents and teachers to use for classroom, group and schoolwide conversations.

Students -- survey and in-person conversation

Parents, including parents of students with special needs -- surveys, Zoom and in-person meetings -- first Wednesday of the month during the school year

Certificated Staff - in person and surveys (weekly staff meetings during the school year)

Classified Staff -- Quarterly meetings and surveys

Board -- in person meetings which are held on the 2nd Wednesday of every month

SELPA -- I meet with my Special Services Personnel weekly (RSP, Psychologist, Speech and Language)

Social Worker -- we meet weekly throughout the school year

School Site Council/PAC -- 9/7/22, 11/2/22, 5/31/23

DELAC/ELAC-- 9/7/22, 11/2/22, 5/31/23

Buena Vista does not have a bargaining unit.

A summary of the feedback provided by specific educational partners.

Buena Vista appreciates the support from our educational partners. This support and input is the driving force behind the elements of this LCAP. We address each group individually here.

The ELAC/DELAC families appreciate the progress that is being made with our English learning students. The continue to express concern for the student's social-emotional health as well as academic achievement.

SSC/PAC express concern for students' social-emotional health as well as academic achievement. LCAP goals 1, 2 and 3 address these issues in particular. Parents also continue to express concern regarding student safety and emergency procedures.

Buena Vista students indicate that they feel safe, connected and cared for by their teachers and BV staff. They would like increased opportunities for field trips and learning opportunities that are outside of the classroom.

Parents, including parents of EL students and students with disabilities continue to express concern for students' social-emotional health as well as academic achievement. LCAP goals 1, 2 and 3 address these issues in particular. Parents also continue to express concern regarding student safety and emergency procedures.

Certificated and classified staff have expressed concern for student's use of their phones and the connection to their social-emotional well-being.

Teachers and paraprofessionals continue to express a need for increased attendance monitoring as well as better monitoring of student progress and performance in order to provide timely and intensive intervention. While the intervention process has improved, there continues to be increased need.

The Board's feedback focused on improved attendance and a more academic after-school program.

SELPA provided information related updates on comint requirements (25-26) that more closely align services being provided to students with disabilities with the LCAP.

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

Academic support is a specific concern of all groups including SSC/PAC and ELAC/DELAC and therefore is a strong focus of our LCAP. In order to support these academic concerns, we also addressed attendance, social-emotional health along with expanded intervention supports during the school day and after school. The actions set in place for 2022-23 and prior increasing psychologist time and contracting with a social worker continue to be common concerns. In addition, parents preferred intervention take place during the school year as indicated on a survey which contributes to why the action regarding hiring and or/maintaining instructional aides is in place as well as the action around a Teacher on Special Assignment being hired to implement intervention for at-risk students. Parents including SSC/PAC and ELAC/DELAC and the Board had expressed concerns regarding campus safety and are in favor of having a sheriff on campus to the extent that we can afford, which for this year will be one day a week in a shared contract with Oak Valley and Palo Verde. With these in place, the educational partners are happy with the current LCAP plan would like to see the actions/services continued. At this time, there are no planned changes to the LCAP that requires major revisions.

# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase the rate at which EL students become proficient in English, thereby increasing their access to the curriculum and improved performance (This goal is also supported by Goals 2 and 3)</p> <p>Priority 2: State Standards                      Priority 4: Pupil Achievement (Pupil Outcomes)                      Priority 7: Course Access (Conditions of Learning)                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The rationale stated here for the development of this Goal continues as the main driver for development of the Actions with this Goal. In communication with our English Learning parents, academic growth is the biggest concern. We have built this goal around this idea. By building English language skills and offering extended learning in our after school program, with supplemental targeted support in the classroom, we are confident that we can increase the rate at which our EL's acquire English skills. Teachers and paraprofessionals will also be educated on the demand and rigor of the ELPAC assessment using the practice ELPAC tests. By using these practice assessments, staff can adapt classroom tasks in order to align more closely to English language development expectations.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification/Redesignation Rate of English Learners	0% of English Learners were reclassified/redesignated per 2018-2019 DataQuest information.	0% of English Learners were reclassified/redesignated in 2021-22	24% meet criteria for Reclassification (2022-23)		20% of English Learners reclassified/redesignated.
ELPAC -- Percentage of English Learners who made progress	32.2% of English Learners made progress toward	65.6% of English Learners made progress toward	65.6% of English Learners made progress toward		50% of English Learners make progress toward

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward English Proficiency.	English Language proficiency per 2019 Dashboard.	English Language proficiency per 2022 CA School Dashboard	English Language proficiency during the 2022-23 school year		English Language proficiency.
ELPAC - Percent of English Learners that grew at least one level	25.8% of English Learners progressed at least one ELPI level per 2019 Dashboard.	56.3% of English Learners progressed at least one ELPI level per 2022 Dashboard.	28% of English Learners progressed at least one level during the 2022-23 school year based on the 2022-23 Summative ELPAC assessment results.		45% of English Learners progress at least one ELPI level.
English Learner CAASPP Scores in Language Arts	51.4 points below Standard Met in ELA per 2019 Dashboard.	57.1 points below Standard Met in ELA per 2022 Dashboard.	57.1 points below Standard Met in ELA per 2022 Dashboard.		25 points below Standard Met in ELA.
English Learner CAASPP Scores in Mathematics	83 points below Standard Met in mathematics per 2019 Dashboard.	95 points below Standard Met in mathematics per 2022 Dashboard.	95 points below Standard Met in mathematics per 2022 Dashboard.		55 points below Standard Met in mathematics.
Percent of English Learner STAR Scores at or above grade level in Language Arts	10% of English Learners scored at or above grade level on the STAR reading assessment in the spring of the 2018-2019 school year. The STAR reading assessment is a local measure.	31% of English Learners scored at or above grade level on the STAR reading at the end of the 2021-22 school year.	17% of English Learners scored at or above grade level on the STAR reading at the end of the 2022-23 school year.		40% Percent of English Learner STAR scores at or above grade level in Language Arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of English Learner STAR Scores at or above grade level in Mathematics	28% of English Learners scored at or above grade level on the STAR mathematics assessment in the spring of the 2018-2019 school year. The STAR math assessment is a local measure.	59% of English Learners scored at or above grade level on the STAR mathematics at the end of the 2021-22 school year.	43% of English Learners scored at or above grade level on the STAR mathematics at the end of the 2022-23 school year.		50% Percent of English Learner STAR Scores at or above grade level in Mathematics.
English Learner Access to CCCSS based curriculum and ELD Standards	100% of EL students have instruction based in the CCCSS and ELD standards.	100% of EL students had Instruction based in the CCCSS and ELD standards during the 2021-22 school year.	100% of EL students have instruction based in the CCCSS and ELD standards during the 2022-23 school year.		Maintain 100% of EL students will have access to instruction based in the CCCSS and ELD standards.
Student enrollment and access to a Broad Course of Study including Unduplicated Pupils and students with exceptional needs	100% of student have access to and are enrolled in a broad course of study (per master and student schedules 2018-19)	100% of student had access to and are enrolled in a broad course of study during the 2021-22 school year.	100% of student had access to and are enrolled in a broad course of study during the 2022-23 school year.		100% of students have access to and are enrolled in a broad course of study.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Development training for all instructional staff	Based on assessment results, both local and State, we will continue to identify areas of weakness. We will provide training and coaching in developing a better understanding of California English Language Development Standards and the best practices of English Language Development instructional strategies. (Title II)	\$5,737.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

There are no substantive differences in planned actions for this goal. Action 1.1 was fully implemented with ongoing coaching for teachers in the ELD standards and best practices.

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 are no material differences in actions for this goal. \$5000 was budgeted and fully expended. There are no actions with a planned percentage of improved services.

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

This goal and planned action has been very effective. We reclassified 24% of our students based on the 2022 ELPAC. Data from the 2023 ELPAC is still pending. Our goal was to reclassify 20% by 23-24. We have met that goal and are working to maintain this level annually.

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

There are no changes to the actions, metrics, outcomes, or expenditures within this goal.

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



# Goals and Actions

## Goal

Goal #	Description
2	<p>Increase student achievement in the areas of English Language Arts and Mathematics based on State and local assessment by providing well-trained teachers, curriculum and assessments that support learning and growth.</p> <p>Priority 1: Basic (Conditions of Learning)            Priority 2: State Standards (Conditions of Learning)            Priority 4: Pupil Achievement (Pupil Outcomes)            Priority 7: Course Access (Conditions of Learning)            Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The rationale stated here for the development of this Goal continues as the main driver for development of the Actions with this Goal. All educational partner groups share the concern for student academic growth. The 2019 Dashboard indicates an 11-point decrease in the "All Students" performance results in Math and local data for 2020-21 indicated that students have experienced learning loss as a result of the impact of COVID-19 on school operations. When looking at our 2021-22 local measure of STAR, there was an increase in student performance. Unfortunately, local STAR data indicates students regressed between 2021-22 and 2022-23 but not below the baseline data. When analyzing the CAASPP state assessment for 2021-22, we realized that the growth made from our local assessment did not transfer over to the CAASPP assessment. Namely, more students are showing growth when analyzing our local assessment than students showing growth when analyzing our state assessment. This will remain an area of focus for Buena Vista to ensure all students have access to the academic supports they need.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students Meeting (Level 3) or Exceeding (Level 4) Standard in CAASPP (SBAC)	44.05% of students Met or Exceeded Standard in ELA (2019 CAASPP data)	38.4% of students Met or Exceeded Standard in ELA (2022 CAASPP data)	38.4% of students Met or Exceeded Standard in ELA (2022 CAASPP data)		60% of student Meeting or Exceeding Standard in ELA on CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts					
Percentage of students Meeting (Level 3) or Exceeding (Level 4) Standard in CAASPP (SBAC) Mathematics	35.67% of students Met or Exceeded Standard in Mathematics (2019 CAASPP data)	26% of students Met or Exceeded Standard in Mathematics (2022 CAASPP data)	26% of students Met or Exceeded Standard in Mathematics (2022 CAASPP data)		50% of student Meeting or Exceeding Standard in Mathematics on CAASPP
STAR - Percent of students scoring at or above grade level in English Language Arts	32% of students scored at or above grade level on the STAR reading assessment in the spring of the 2018-2019 school year. The STAR reading assessment is a local measure.	47% of students scored at or above grade level on the STAR reading assessment during the 2021-22 school year.	49% of students scored at or above grade level on the STAR reading assessment during the 2022-23 school year.		70% Percent of students scoring at or above grade level in English Language Arts on STAR
STAR - Percent of students scoring at or above grade level in Mathematics	49% of students scored at or above grade level on the STAR mathematics assessment in the spring of the 2018-2019 school year. The STAR mathematics assessment is a local measure.	54% of students scored at or above grade level on the STAR mathematics assessment during the 2021-22 school year.	60% of students scored at or above grade level on the STAR mathematics assessment during the 2022-23 school year.		70% Percent of students scoring at or above grade level in Mathematics on STAR
Maintain appropriately placed and fully credentialed teachers	<ul style="list-style-type: none"> <li>100% of teachers are appropriately assigned.</li> </ul>	Maintained our baseline: <ul style="list-style-type: none"> <li>100% of teachers are appropriately assigned</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers are appropriately assigned.</li> </ul>		<ul style="list-style-type: none"> <li>100% of teachers are appropriately assigned.</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>100% of teachers are fully credentialed (2020-21 school year)</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers are fully credentialed (2021-22 school year)</li> </ul>	<ul style="list-style-type: none"> <li>90% of teachers are fully credentialed (1 intern teacher) (2022-23 school year)</li> </ul>		<ul style="list-style-type: none"> <li>100% of teachers are fully credentialed</li> </ul>
Student access to Standard aligned instructional materials.	100% of students have access to standards aligned instructional materials for the 20-21 school year.	Maintained our baseline: 100% of students have access to standards aligned instructional materials during the 2021-22 school year.	100% of students have access to standards aligned instructional materials for the 2022-23 school year.		100% of students have access to standards aligned instructional materials.
Implementation of State Board academic and performance standards for all	100% classrooms implement and 100% of students receive state adopted and supplemental curriculum based on the CCCSS for the 20-21 school year.	Maintained our baseline: 100% of classrooms implement and 100% of students receive state adopted and supplemental curriculum based on the CCCSS for the 2021-22 school year.	100% classrooms implement and 100% of students receive state adopted and supplemental curriculum based on the CCCSS for the 2022-23 school year.		100% of classrooms implement and 100% of students receive state adopted and supplemental curriculum based on the CCCSS.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Hire and/or maintain instructional aides for each classroom.	By providing an instructional aide in each classroom, we will increase the instructional contact time of each student. The instructional aides will provide intervention to our identified at-risk students. (Title I, SRSA)	\$279,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Contract with TCOE for curriculum consultants/coaches	By providing training/coaching to our instructional staff, we can continue to provide instruction in best practices and address our weak areas based on State and local assessment. (Title I)	\$47,750.00	Yes
2.3	Provide New Teacher Support/Mentor	Provide a mentor for new teachers as support for their induction program and beyond. Mentors will support new teachers in the areas of curriculum and classroom management. (Title II)	\$5,550.00	Yes
2.4	Purchase/maintain technology devices and program licenses	Purchase technology devices to maintain a 1 to 1 ratio or devices to students. Provide program licenses to supplement classroom instruction and intervention. Contract with a technology/network service company to ensure technology is up-to-date and in working order. By providing devices and internet access to our students, we are ensuring that all of our students will have access; including our English Learners, low-income and foster youth which may have limited resources and are less likely to have access at home. (Title IV)	\$68,592.00	Yes
2.5	Hire/maintain a Teacher on Special Assignment (TOSA)	Hire/maintain a TOSA for 3 days per week, including health benefits, to gather and maintain assessment data, to provide training/coaching to instructional staff, and to provide intervention to at-risk students especially English Learners, low-income and foster youth who would be less likely to have instructional support at home.	\$92,492.00	Yes
2.6	Hire Substitute Teachers	In order for our teachers to participate in training and coaching opportunities, substitute teacher will be provided.	\$2,727.00	Yes
2.8	Contract with the HEART Program	Contract with the HEART Program to provide a structured extended day, afterschool program and summer sessions in order to fulfill the requirements of the Extended Learning Opportunities Program.	\$113,958.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

All actions were implemented as planned. Each classroom had instructional aides, TCOE consultants provided training and coaching for our teachers, new teachers participated in the Teacher Induction program, the teacher on special assignment was available to support students and teachers, technology services and devices were maintained, and HEART provide after school services for our students.

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

There were no planned actions with a planned percentage of improved services. The cost of instructional aides (action 2.1) exceeded our original planned amount. With additional LCFF Supplemental/Concentration funds approved after the LCAP was adopted, we were able to provided extended instructional aide time. The cost of Action 2.2 was over estimated. The remaining \$14,676 was used to fund other actions with LCAP including instructional aides.

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

While the students of Buena Vista are showing academic progress in comparison to our baseline of 2018/19, their achievement levels fell between 2019-20 and 2021-22. While much of this can be attributed to the learning loss from the COVID, we hoped to show more progress. Action 2.1 providing instructional aides that have been trained in ELA intervention strategies has been instrumental in the ELA increases that we have seen in our local assessments. In Action 2.2, providing curriculum consultants through TCOE has allowed our instructional aides and teachers to receive coaching in ELA and Math intervention strategies. The services provided in the goal will continue into 2023-24 at which time they were be reevaluated to determine is a change of course is necessary.

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

There are no changes to the actions, metrics, or outcomes within this goal from the 2022-23 to 2023-24 LCAP. Budgeted expenditures have been updated to reflect the 2023-24 budget plan. Actions 2.2 and 2.3 have been modified back to being funded from LCFF. This actions were temporarily funded from educator effectiveness funds.

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



# Goals and Actions

## Goal

Goal #	Description
3	<p>Improve student attendance in order to have 100% of the students at Buena Vista engaged in learning.</p> <p>Priority 1 : Basic (Conditions of Learning)                      Priority 3: Parent Involvement (Engagement)                      Priority 4: Pupil Achievement (Pupil Outcomes)                      Priority 5: Pupil Engagement ((Engagement)                      Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

The rationale stated here for the development of this Goal continues as the main driver for development of the Actions with this Goal. The staff and Board have indicated that attendance is a concern. In order to achieve maximum learning, students need to be in school and on time. In our efforts to have all children here every day, we are addressing several areas. First, educating parents on the importance of school and how they can best help their children succeed and providing assistance in the areas that may cause families' struggle - our family service worker will assist in this area. Second, by maintaining a safe and clean school site with reliable transportation. And, third, by providing mental health supports for our students through our psychologist and Social worker. When looking at our local assessment data, students with good attendance have shown more growth than students whose attendance is poor. In addition, students who have had poor attendance in years past, but significantly improved their attendance for the 2021-22 school year, had an improvement in their academics based on local assessment data for the 2021-22 school year. Therefore, it is evident that attendance affects students' learning and academic performance.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of Attendance	As of March 13, 2020 was 96.89%	91.9% for the 2021-22 school year.	As of January 20, 2023 was 93.41%		Maintain 97% attendance rate or above.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students "chronically absentee"	As of March 13, 2020 was 3.4	26.64% as of March 15, 2021 for the 2021-22 school year.	As of January 20, 2023 was 21.8%		Maintain 2% or below chronic absentee rate.
Percent of parents that participate in monthly information meetings	5% for the 19-20 School year	6.2% for the 2021-22 school year.	7% for the 2022-23 school year		Increase to 20% of parents attending monthly information meetings
Middle School Drop out rate	0% for the 19-20 school year	0% for the 2021-22 school year.	0% for the 2022-23 school year		Maintain 0% student dropout rate
Suspension Rate	0% for the 19-20 school year	.02% for the 21-22 school year.	2% for the 2022-23 school year		Maintain 0% suspension rate
Expulsion Rate	0% for the 19-20 school year	0% for the 21-22 school year.	0% for the 2022-23 school year		Maintain 0% Expulsion rate
Parent participation, including parents of unduplicated and students with exceptional needs, in information seeking surveys/meetings to increase opportunities for parent input in decision-making for the school.	80% parent participation in surveys/meetings in the 19-20 school year	85% parent participation in surveys/meetings/conferences in the 21-22 school year	83% parent participation in surveys/meetings/conferences in the 22-23 school year		Maintain 80-100% participation in surveys/meetings
Measures used to promote partner participation in programs for students including unduplicated pupils and students with exceptional needs (disabilities).	An average of 85% of parents are reached using: Notes sent home Messages on the website All-call system Individual phone calls	For the 21-22 school year, an average of 99% of parents are reached using: Notes sent home Messages on the website	An average of 98% of parents are reached using: Blackboard Texts/calls Parent Square Messages Notes sent home Messages on the website		Increase methods of communication by adding: An app connected to our website that will house school announcements in order to reach 100% of parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All-call system for calls, texts and emails Individual phone calls Classroom messaging systems	All-call system (2022-23) Individual phone calls		
Maintain the facility in a good and safe state of repair	Based on the 19-20 Facility Inspection Tool (FIT) the facility is in Exemplary Condition	Based on the 21-22 Facility Inspection Tool (FIT) the facility is in Exemplary Condition	Based on the 22-23 Facility Inspection Tool (FIT) the facility is in Exemplary Condition		Maintain the facility in Exemplary Condition based on the FIT
Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness	Baseline will be determined during the 2022-23 school year.		2023 Survey results indicate the following: Feeling safe at Buena Vista Parents: 94.5% 5th and 6th Grade Students: 93.4% 7th and 8th Grade Students: 100%  Feel that staff care for students at Buena Vista. Parents: 98.7% 5th and 6th grade: 97.5% 7th and 8th grade: 100%  Students feel connected and a part fo the Buena Vista Family		80% of pupils, parents and teachers will have a sense of safety and school connectedness at Buena Vista.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Parents: 95.7% 5th and 6th grade: 97.5% 7th and 8th grade: 100%		

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue to Hold Parent Information/Education Meetings with Speakers and Materials.	We will continue our monthly parent meetings addressing parent requested topics. These meetings and topics increase and improve the parent relationship with the school which increases the support that they provide to their students. Through this increased connection, we believe that students are less likely to miss school.	\$1,500.00	Yes
3.3	Hire a Part-time custodian/bus driver.	By having an additional custodian/bus driver (we only have one other), we can ensure that our campus is clean and that we have a back-up bus driver. This helps ensure that our students will have transportation to school thereby improving student attendance.	\$17,347.00	Yes
3.4	Contract with TCOE for extra half day of Psychologist time.	By increasing our student access to social-emotional support and creating an overall supportive environment, we improve student attendance, behavior at school and academic performance in the classroom.	\$28,000.00	Yes
3.5	Contract with TCOE for one day of Social Worker Time.	By increasing our student access to social-emotional support and creating an overall supportive environment, we improve student attendance, behavior at school and academic performance in the classroom.	\$21,880.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Provide Attendance Incentives and Rewards	By recognizing excellent attendance both at a classroom level and an individual level, we create an atmosphere of teamwork, responsibility and improved attendance.	\$5,000.00	Yes
3.7	Provide Materials and/or Assemblies to Support Social Emotional Learning	In order to support our students that may be dealing with social-emotional issues/trauma, we will provide materials and/or assemblies that will provide life skills and tools.	\$4,000.00	Yes
3.8	Contract with Tulare County Sheriff's Department for 1 day of Sheriff time on campus.	In order to provide attendance intervention, education for students and parents regarding internet safety and to provide a law enforcement presence to increase school safety.	\$23,000.00	Yes

## Goal Analysis [2022-23]

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

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

All actions were implemented as planned. Parent informational meeting were held. The district employed a bus driver/custodian. The district contracted with TCOE for a psychologist and social worker. Students awards and incentives were provided to celebrate each students success. Finally the School Resource Officer was on campus a few days a week to ensure the students and staff feel safe on campus.

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 no material differences between budgeted expenditures and planned percentages to improve services. Action 3.1 and 3.7 were implemented, however, no costs were incurred this year. Parent meetings and assemblies were held but no materials were purchased for the meetings. In action 3.6, Buena Vista Parent Club covered much of these incentives. What was not spent was used in other areas of LCAP or will be carried over to next year.

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

Data shows while attendance is improving and parent participation remains high. Unfortunately, we are not excelling in other metrics as we hoped. While suspension has increased, it is still fairly low. Student and Parent surveys indicate that students are feeling safe, cared for and connected at Buena Vista. Eventhough metrics have not improved as much as we had hoped, the extra support personnel have added great benefit. Our Social worker has a full schedule of students and has developed great relationships with both students and parents. Several students that have been chronic absentees in the past are out of that category. This has made a difference not only in their attendance, but their classwork and peer relationships as well. In regard to our psychologist, we purchase half a day per week extra. We only have one day per week through our TCOE Special Education funding. this extra half day also gives her the opportunity to counsel students and work with our behavior students. This has been invaluable to both students and staff. And, the Sheriff, she has been a great addition to the BV family. She works with attendance issues, behavior issues. makes home visits and the parents are loving her presence on campus. She interacts with the kids through out the day and goes out of her way to be available to parents before school and after. All three of these additions help to create a supportive and safer environment for students, staff and families. The district will stay the course with the current planned actions and reevaluate during the 2023-24 school year in preparation for the 2024-25 year.

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

There are no changes to the actions, metrics, or outcomes within this goal. Budgeted expenditures have been updated to reflect the 2023-24 budget plan.

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

# Goals and Actions

## Goal

Goal #	Description
4	<p>Improve students experience and participation in Visual and Performing Arts (VAPA)</p> <p>Priority 2: State Standards (Conditions of Learning)                      Priority 4: Pupil Achievement (Pupil Outcomes)                      Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

The rationale stated here for the development of this Goal continues as the main driver for development of the Actions with this Goal. The staff, parents, students and the Board are all concerned with providing students access to the arts. Due to COVID 19, it was extremely difficult for students to fully engage and participate in band and students were not able to participate in any performances for all educational partners. Furthermore, drama was nonexistent during that particular school year.

Now that students are back on campus, they were able to participate in band during the 2021-22 and 2022-23 school years for two days a week and held an end of the year band concert. In addition, students participated in drama with after school practices and put on an end of the year play for all educational partners.

It is the districts goal to increase student participation in both band and drama, especially after organizing and executing the two performances during the 2022-23 school year. These opportunities give students increased access to visual and performing arts.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of (5th-8th grade) students that participate in band inclusive of unduplicated pupils	37% of students 5th-8th participated in band inclusive of unduplicated pupils in 2019-20	49% of students 5th-8th participated in band inclusive of unduplicated in 2021-22.	63% of students 5th-8th participated in band inclusive of unduplicated pupils in 2022-23		To reach 50% participation inclusive of at least 50% participation rate by Unduplicated Pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students that participate in drama inclusive of unduplicated pupils	20% of students participated in drama inclusive of unduplicated pupils in 2019-20	15.4% of students participated in drama inclusive of unduplicated in 2021-22.	26% of students participated in drama inclusive of unduplicated pupils in 2022-23		To reach 40% participation inclusive of at least 40% participation rate by Unduplicated Pupils

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Purchase and service band instruments/equipment and music	By increasing the number of instruments and by keeping all instruments in good repair, we increase the number of students that can participate in Band. This especially benefits our low-income and foster youth that will be less likely to be able to provide their own instrument. (Title IV)	\$5,000.00	No
4.2	Purchase performance licenses, costumes and stipends for drama coaches	This support to our Visual and Performing Arts program increases a student's opportunities in creativity, concentration, self-expression, and risk-taking, which all impact confidence and over-all academic performance. (Title IV)	\$10,331.00	Yes

## Goal Analysis [2022-23]

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

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

All actions were implemented as planned. Student participation is up and educational partners are interested in expanding the program.



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

There was a material difference in actions in Goal 4. In action 1, there was not a need this year to purchase more instruments. This balance was used in other areas of LCAP including action 2 where we over spent due to increased production costs of the play, Aladdin.

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

We are pleased to report we have already exceeded our student participation desired outcomes in band participation with 63% of students in grades 5th to 8th are participating in band (exceeding our target of 50%). Drama is still short of our desired outcome with 26% are participating in drama (with a target to reach 40%). These actions will continue into 2023-24 whereas more participation will be encouraged.

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

There are no changes to the actions, metrics, or outcomes within this goal. Budgeted expenditures have been updated to reflect the 2023-24 budget plan.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
480,527	46,959

## 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
24.65%	3.32%	\$61,664.32	27.97%

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.

Goal 2: Increase student achievement in the areas of English Language Arts and Mathematics based on state and local assessments by providing well-trained teachers and curriculum and assessments that support learning and growth.

Action 2.1: Hire and/or maintain instructional aides for each classroom.

Needs, Conditions, Circumstances: This is a carry-over action and directly serves our EL students as well as our socio-economically disadvantaged that are working below grade level based on both local and state assessment results. Presently, our local STAR results for the 2022-23 school year show that 60% of our students are at or above grade level in math and 49% in reading. 58% of our socio-economically disadvantaged students are working at or above grade level in math and 42% in reading.

Action(s): By providing each classroom with a well-trained instructional aide, we will increase the adult-to-student instructional time. These instructional aides will provide our unduplicated pupils that are working below grade level with intervention in reading and math thereby annually decreasing the percent of socio-economically disadvantaged students that are working below grade level.

Expected Outcomes: The actions are being continued from the 2019-20 LCAP that are contributing and implemented district/schoolwide were part of the needs-identifying process. The district will continue to use state and local assessments to identify the academic needs of our unduplicated pupils. Data collected through educational partner surveys/meetings will also help drive our action development. Also, having a well-trained instructional aide in each classroom will provide more effective instruction to all students ultimately increasing the percentage of students that are working at or above grade level in math and reading which will be measured through local and state assessments.

Action 2.2: Contract with TCOE for curriculum consultants/coaches.

Needs, Conditions, Circumstances: This is a carry-over action and directly serves our EL students, and socio-economically disadvantaged that are working below grade level based on both local and state assessment results, Presently, our local STAR results as of January 2023 show that only 50% of our students are at or above grade level in math and 39% in reading. According to 2021-22 CAASPP results, only 19% of our socioeconomically disadvantaged students are working at or above grade level in math and 39% in reading. Similarly, only 16.6% of our EL students are working at or above grade level in math and 33% in reading.

Action(s): By contracting with TCOE consultants/coaches, both certificated and classified staff will receive support with understanding grade-level standards, best instructional practices, and ways to tackle learning loss while still addressing grade-level content.

Expected Outcomes: Increase the number of EL students as well as socio-economically disadvantaged students that are working at or above grade level in math and reading as measured by state and local assessments.

Action 2.3: Provide new teacher support/mentor

Needs, Conditions, Circumstances: This is a carry-over action and directly serves our EL students, and socio-economically disadvantaged that are working below grade level based on both local and state assessment results, Presently, our local STAR results as of January 2023 show that only 50% of our students are at or above grade level in math and 39% in reading. According to 2021-22 CAASPP results, only 19% of our socioeconomically disadvantaged students are working at or above grade level in math and 39% in reading. Similarly, only 16.6% of our EL students are working at or above grade level in math and 33% in reading.

Action(s): By providing new teachers with support/mentoring, they will have opportunities to collaborate with a colleague regarding classroom management, understanding content standards, instructional practices, formative and summative assessments as well as how to analyze assessment data and next steps.

Expected Outcomes: Students will continue to show growth on state and local assessments in the areas of mathematics and English language arts.

2.4: Purchase/Maintain technology devices and program licenses.

Needs, Conditions, Circumstances: This is a carry-over action and while it is school-wide, it especially benefits our low-income and EL students that are less likely to have access to devices or the internet at home; especially in our rural area. The district has been able to build a 1:1 student to device ratio and provide hotspots to those in need. This action enables us to continue this pattern and to maintain our technology program with updated licenses and protective programs. This allows our students better access to learning platforms, for both the core curriculum and intervention.

Actions: This investment will enable us to maintain an up-to-date and secure technology system with devices for every student.

Expected Outcomes: Based on local and state assessments all students will show growth in language arts and math and reduce the achievement gap for our unduplicated students as measured by state and local assessments.

2.5 Hire/maintain a Teacher on Special Assignment (TOSA).

Needs, Conditions, Circumstances: About two-thirds of our population fall into either our EL, low-income population, or both. Over two-thirds of our parents have indicated that they prefer intervention to be either during the school day or after school. With this in mind, we want to increase the available tutors/instructional aides that are available during the school day and our contract with the HEART program afterschool will help mitigate continued evidence of learning loss. Our TOSA will collect data and work with those providing intervention to ensure that the intervention is effective. The TOSA will also train the instructional aides/tutors in effective intervention strategies.

Action(s): By maintaining a TOSA, we will be better able to track assessment data and student performance to ensure growth. By enabling more frequent feedback to both instructional aides/tutors and teachers, adjustments can be made earlier to ensure success.

Expected Outcomes: We expect that our at-risk students will make growth and close their gap from where they are presently working as measured by state and local assessments

## 2.6 Hire Substitute Teachers

Needs, Conditions, Circumstances: Because our unduplicated population has low-performance rates on our local STAR assessment in language arts and mathematics, we want to provide our teachers with training and coaching to bolster their skills. In order for our teachers to attend trainings and/or coaching sessions, we will hire substitute teachers in order for them to be absent from class. It is essential that unduplicated pupils be taught by highly skilled, ever-improving staff in order to accelerate learning and close achievement gaps.

Action(s): With obtaining substitute teachers and having instructional aides in the classrooms our teachers will attend training and coaching sessions enabling them to provide more effective instruction and intervention to their at-risk students.

Expected Outcomes: Teacher implementation and use of newly acquired skills as well as improved instructional strategies will be measured through classroom observations and formal evaluations by the site administrator.

Goal 3: Improve Student attendance in order to have 100% of the students at Buena Vista engaged in learning daily.

### Action 3.1: Continue to Hold Parent Information/Education Meeting with Speakers and Materials

Needs, Conditions, Circumstances: Parents who understand and feel confident in what their child(ren) are learning and how they are learning it will feel more connected to their student's academics. By having meetings that focus on homework support, parents will better understand what students are being taught as well as how they are being taught so that parents can better support their child(ren) at home. This will allow school and home instructional support and strategies to coincide.

Actions: Hold parent information/education meetings that cover topics such as homework routines and how to assist children with homework as well as how to help children develop their English language.

Expected Outcomes: This outcome will be measured by parent attendance at the meetings.

### Action 3.3 Hire/maintain a Part-time bus driver.

Needs, Conditions, Circumstances: Buena Vista only has one full-time bus driver and maintenance person. We contract out for cleaning services. If our full-time person is out for any reason, we do not have bus service and cleaning or upkeep during the day which is difficult. By hiring an part-time custodian/bus driver, we have a back up for bus service and daily upkeep and other maintenance issues. Access to needed school transportation by unduplicated students (whose families struggle with reliable transportation) is pivotal to their learning opportunities by ensuring daily presence on school campus.

Action(s): Hire/maintain a part-time custodian/bus driver.

Expected Outcomes: With a part-time custodian/bus driver we will have custodial and bus service 100 percent of the school days. This will ensure that students in our district have daily transportation to school which will reduce absences and decrease the number of students identified as chronically absent.

### Action 3.4 Contract with TCOE for an Extra Half Day of Psychologist Time

Needs, Conditions, Circumstances: In recent years we have seen an increased need for mental health services in addition to how COVID-19 and school closure also negatively impacted students' mental health. We have seen students that have experienced trauma, that have had suicidal ideation, that have had self-harming behaviors. These are all things that teachers and administration may need assistance with which is where a mental health professional comes into play as they are better equipped and knowledgeable in regards to dealing with these mental health issues. We feel that by having extra psychologist time, we are better able to handle these difficult situations.

Action(s): Contract with TCOE for an extra half-day of psychologist time.

Expected Outcomes: We expect that by having better support for our students, we can assist with any mental health issues that may arise. By having this support in place, we are enabling students to better access support and the curriculum which will in turn impact student attendance and student academic performance. This will be measured by a parent/student survey where some of the questions focus on this topic.

### Action 3.5 Contract with TCOE for one day of Social Worker Time

Needs, Conditions, Circumstances: Some families are in need of assistance whether it is helping them cope with problems in their everyday lives or helping deal with mental, behavioral, or emotional issues. COVID-19 not only impacted student learning with school closure but also impacted students' social skills as well. Families too were faced with economic and financial challenges which impacted their child(ren). By having resources like a social worker, students and families are able to get the assistance that they need.

Action(s): Contract with TCOE for a full day of social worker time.

Expected Outcomes: By having a social worker available for our students and families, they will get the support that they need in order to be successful which will also positively impact students within the classroom. This will be measured by a parent/student survey where some of the questions focus on this topic.

### Action 3.6 Provide Attendance Incentives and Rewards

Needs, Conditions, Circumstances: In order to access the curriculum and the supports that are available students need to be in school every day. By recognizing great attendance at both the student and parent levels, we are helping to ensure that our students will have the best opportunity to learn.

Action(s): Purchase and provide attendance recognition and incentive to students and parents.

Expected Outcomes: We believe that by providing this action we will be able to maintain a 97% attendance rate with a less than 3% chronic absentee rate.

### Action 3.7 Provide Materials and/or Assemblies to Support Social Emotional Learning



Needs, Conditions, Circumstances: Students dealing with social and emotional trauma are often times disengaged with their academics as well as not present at school. By providing students with tools and strategies for dealing with trauma, we are hoping that students can better cope with various circumstances and find ways to reengage themselves in their learning.

Action(s): Provide materials and/or assemblies that will provide life skills and tools for students who are dealing with social-emotional issues/trauma.

Expected Outcomes: We believe that by providing this action we will increase student attendance because students will be provided with tools and strategies for how to deal with social and emotional trauma.

#### Action 3.8 Contract with Tulare County Sheriff's Department for 1 day of Sheriff time on campus

Needs, Conditions, Circumstances: For Buena Vista Unduplicated Pupils and other students as well, and with the many recent unfortunate school events nationwide, safety is a prime concern. Also, building and maintaining healthy and positive views of law enforcement is important to our community. Buena Vista looks to increase student and staff safety by providing a law enforcement officer on campus one day per week. As the hub of the community, Buena Vista provides a welcoming environment where safety is an expectation by all. Parents and other educational partners shared the importance of continued focus in this area. The law enforcement officer will also focus on building positive relationship with students and the school community by engaging in educational activities that provide students with information on how to stay safe and problem-solve in an appropriate manner. This will include relationship-building and the providing of education through visits to student homes. We believe that the presence of a Sheriff deputy on campus will decrease student discipline problems as well as student suspensions and/or expulsions.

Action(s): Contract with Tulare County Sheriff's Department for 1 day a week to provide a Sheriff Deputy on campus.

Expected Outcomes: Action effectiveness and progress will be measured by educational partner responses to their sense of school safety and connectedness, as well as evidencing a decrease in the number of student incidents that result in suspensions and/or expulsions and a decrease in chronic absenteeism."

#### Goal 4: Improve Students' Experience in Visual and Performing Arts

##### Action 4.2: Purchase Performance Licenses, Costumes, and Stipends for Drama Coaches

Needs, Conditions, Circumstances: Only 26% of our students participate in our drama program. By expanding our Drama program, we can make new opportunities for participation, including leadership roles, artwork for scenery, costume construction as well as a stage performance.

Action(s): We will fund our drama program to provide licenses, personnel, and materials in order to increase participation and access to a full curriculum.

Expected Outcomes: We will reach at least a 40% student participation rate by unduplicated pupils over the next three years.

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

Based on information gathered through State and local assessments, educational partner meetings, and surveys the actions of this plan have been developed to increase and improve services to our Buena Vista unduplicated pupils. Further, based on this input, actions were included to improve access to a strong and diverse curriculum program through the training of staff and the purchase of programs/materials to support all students inclusive of our unduplicated pupils. Buena Vista has also increased support personnel (psychologist, instructional aides, Teacher on Special Assignment) to increase student access to address the various level of intervention support. A focus on technology will provide our unduplicated pupils with continued access through the use of school-provided devices and hotspots.

Staff training in ELD best practices and standards is annual for both teachers and instructional aides in order to provide our EL students with a strong curriculum and language development.

Action 1.1: English Language Development training for all instructional staff.

Needs, Conditions, Circumstances: This is a carry-over goal and directly serves our EL students. Based on both local and state assessment results, our EL population continues to struggle to be at grade level. Presently, our local STAR results as of January 2023 show that only 42% of our EL students are at or above grade level in math and 21% in reading.

Action(s): By providing training/coaching to our instructional staff, we are creating a stronger academic environment with better-trained teachers and instructional aides. By addressing the skills of the instructional staff, interventions will be more appropriate and effective. Staff will better understand students' language needs as well as how to help students develop their English language skills.

Expected Outcomes: Training instructional staff in the area of English Language Development will provide more effective instruction to our EL students increasing their English language skills and access to the core curriculum. This will increase the number of EL students meeting or exceeding standards in both ELA and mathematics on the state CAASPP assessment and increase the number of EL students who are redesignated/reclassified based on the state ELPAC assessment. In addition, it will increase the number of students working at or above grade level as measured by local assessments.

We have also increased the time that academic interventions are available. We now have intervention in and out of class during the school day. By providing this well-rounded academic, social-emotional support system along with well-trained personnel, we are meeting the minimum proportionality percentage over the services provided to all students.

The district calculated that there is a Carryover requirement in the amount of \$61,664 from 22-23. These Carryover funds will be utilized to provide Actions and services that increase or improve services for Unduplicated Pupils and contribute toward meeting the increased or improved service requirement (MPP) in the 2023-24 LCAP.

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.

We increased the number of instructional aides so that we have an aide in every classroom for most of the school day. These funds are being used to hire for and to maintain these positions for the 23-24 school year.

Goal 2: Actions 2.1 (Instructional Aides), 2.5 (TOSA -Intervention) increase Buena Vista staff that provide direct services to students.

Goal 3: Actions 3.4 (Psychologist) and 3.5 (Social Worker) provides for contracted services with TCOE for direct services to students.

<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	1:16.9
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15.1

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$545,233.00	\$113,958.00		\$73,175.00	\$732,366.00	\$397,168.00	\$335,198.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	English Language Development training for all instructional staff	English Learners	\$5,000.00			\$737.00	\$5,737.00
2	2.1	Hire and/or maintain instructional aides for each classroom.	English Learners Foster Youth Low Income	\$231,206.00			\$48,296.00	\$279,502.00
2	2.2	Contract with TCOE for curriculum consultants/coaches	English Learners Foster Youth Low Income	\$43,750.00			\$4,000.00	\$47,750.00
2	2.3	Provide New Teacher Support/Mentor	English Learners Foster Youth Low Income	\$2,500.00			\$3,050.00	\$5,550.00
2	2.4	Purchase/maintain technology devices and program licenses	English Learners Foster Youth Low Income	\$60,000.00			\$8,592.00	\$68,592.00
2	2.5	Hire/maintain a Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	\$92,492.00				\$92,492.00
2	2.6	Hire Substitute Teachers	English Learners Foster Youth Low Income	\$2,727.00				\$2,727.00
2	2.8	Contract with the HEART Program	All		\$113,958.00			\$113,958.00
3	3.1	Continue to Hold Parent Information/Education Meetings with Speakers and Materials.	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
3	3.3	Hire a Part-time custodian/bus driver.	English Learners Foster Youth Low Income	\$17,347.00				\$17,347.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Contract with TCOE for extra half day of Psychologist time.	English Learners Foster Youth Low Income	\$28,000.00				\$28,000.00
3	3.5	Contract with TCOE for one day of Social Worker Time.	English Learners Foster Youth Low Income	\$21,880.00				\$21,880.00
3	3.6	Provide Attendance Incentives and Rewards	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.7	Provide Materials and/or Assemblies to Support Social Emotional Learning	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
3	3.8	Contract with Tulare County Sheriff's Department for 1 day of Sheriff time on campus.	English Learners Foster Youth Low Income	\$23,000.00				\$23,000.00
4	4.1	Purchase and service band instruments/equipment and music	All				\$5,000.00	\$5,000.00
4	4.2	Purchase performance licenses, costumes and stipends for drama coaches	English Learners Foster Youth Low Income	\$6,831.00			\$3,500.00	\$10,331.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,949,319	480,527	24.65%	3.32%	27.97%	\$545,233.00	0.00%	27.97 %	<b>Total:</b>	\$545,233.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$5,000.00
								<b>Schoolwide Total:</b>	\$540,233.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	English Language Development training for all instructional staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	0
2	2.1	Hire and/or maintain instructional aides for each classroom.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$231,206.00	
2	2.2	Contract with TCOE for curriculum consultants/coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$43,750.00	
2	2.3	Provide New Teacher Support/Mentor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.4	Purchase/maintain technology devices and program licenses	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
2	2.5	Hire/maintain a Teacher on Special Assignment (TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$92,492.00	

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 (%)
2	2.6	Hire Substitute Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,727.00	
3	3.1	Continue to Hold Parent Information/Education Meetings with Speakers and Materials.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
3	3.3	Hire a Part-time custodian/bus driver.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,347.00	
3	3.4	Contract with TCOE for extra half day of Psychologist time.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	
3	3.5	Contract with TCOE for one day of Social Worker Time.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$21,880.00	
3	3.6	Provide Attendance Incentives and Rewards	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.7	Provide Materials and/or Assemblies to Support Social Emotional Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
3	3.8	Contract with Tulare County Sheriff's Department for 1 day of Sheriff time on campus.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	
4	4.2	Purchase performance licenses, costumes and stipends for drama coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,831.00	



## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$607,104.00	\$608,731.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 English Language Development training for all instructional staff	Yes	\$5,000.00	5,000
2	2.1	2.1 Hire and/or maintain instructional aides for each classroom.	Yes	\$182,975.00	220,873
2	2.2	2.2 Contract with TCOE for curriculum consultants/coaches	No	\$42,276.00	27,600
2	2.3	2.3 Provide New Teacher Support/Mentor	No	\$12,200.00	11,370
2	2.4	2.4 Purchase/maintain technology devices and program licenses	Yes	\$69,264.00	62,115
2	2.5	2.5 Hire/maintain a Teacher on Special Assignment (TOSA)	Yes	\$82,488.00	87,293
2	2.6	2.6 Hire Substitute Teachers	Yes	\$3,143.00	2,340
2	2.8	2.8 Contract with the HEART Program	No	\$113,958.00	113,958
3	3.1	3.1 Continue to Hold Parent Information/Education Meetings with Speakers and Materials.	Yes	\$1,500.00	0
3	3.3	3.3 Hire a Part-time custodian/bus driver.	Yes	\$16,666.00	12,704

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	3.4. Contract with TCOE for extra half day of Psychologist time.	Yes	\$23,200.00	23,200
3	3.5	Contract with TCOE for one day of Social Worker Time.	Yes	\$15,000.00	15,000
3	3.6	3.6 Provide Attendance Incentives and Rewards	Yes	\$5,000.00	443
3	3.7	3.7 Provide Materials and/or Assemblies to Support Social Emotional Learning	Yes	\$4,000.00	0
3	3.8	Contract with Tulare County Sheriff's Department for 1 day of Sheriff time on campus.	Yes	\$21,095.00	18,083
4	4.1	4.1 Purchase and service band instruments/equipment and music	No	\$4,000.00	1,724
4	4.2	4.2 Purchase performance licenses, costumes and stipends for drama coaches	Yes	\$5,339.00	7,028

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
415,400	\$368,513.00	\$362,837.00	\$5,676.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 English Language Development training for all instructional staff	Yes	\$5,000.00	5,000	0	
2	2.1	2.1 Hire and/or maintain instructional aides for each classroom.	Yes	\$126,020.00	134,831		
2	2.4	2.4 Purchase/maintain technology devices and program licenses	Yes	\$60,062.00	56,915		
2	2.5	2.5 Hire/maintain a Teacher on Special Assignment (TOSA)	Yes	\$82,488.00	87,293		
2	2.6	2.6 Hire Substitute Teachers	Yes	\$3,143.00	2,340		
3	3.1	3.1 Continue to Hold Parent Information/Education Meetings with Speakers and Materials.	Yes	\$1,500.00	0		
3	3.3	3.3 Hire a Part-time custodian/bus driver.	Yes	\$16,666.00	12,704		
3	3.4	3.4. Contract with TCOE for extra half day of Psychologist time.	Yes	\$23,200.00	23,200		
3	3.5	Contract with TCOE for one day of Social Worker Time.	Yes	\$15,000.00	15,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	3.6 Provide Attendance Incentives and Rewards	Yes	\$5,000.00	443		
3	3.7	3.7 Provide Materials and/or Assemblies to Support Social Emotional Learning	Yes	\$4,000.00	0		
3	3.8	Contract with Tulare County Sheriff's Department for 1 day of Sheriff time on campus.	Yes	\$21,095.00	18,083		
4	4.2	4.2 Purchase performance licenses, costumes and stipends for drama coaches	Yes	\$5,339.00	7,028		

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,857,413	415,400	0.49%	22.85%	\$362,837.00	0.00%	19.53%	\$61,664.32	3.32%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

## Engaging Educational Partners



## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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



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

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

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

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

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

#### **Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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



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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022