



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Valley Joint Unified School District

CDS Code: 18-64089

School Year: 2023-24

LEA contact information:

Paula Silva

Superintendent/Principal

psilva@bigvalleyschool.org

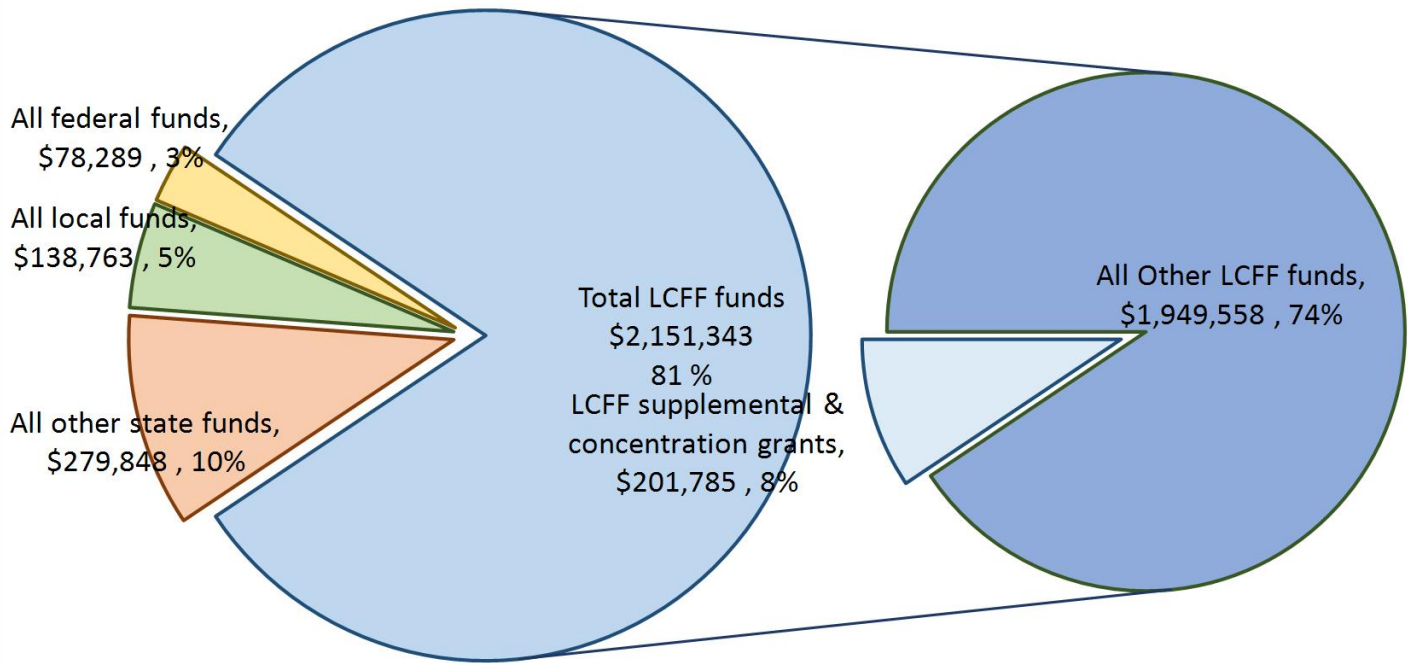
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs

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

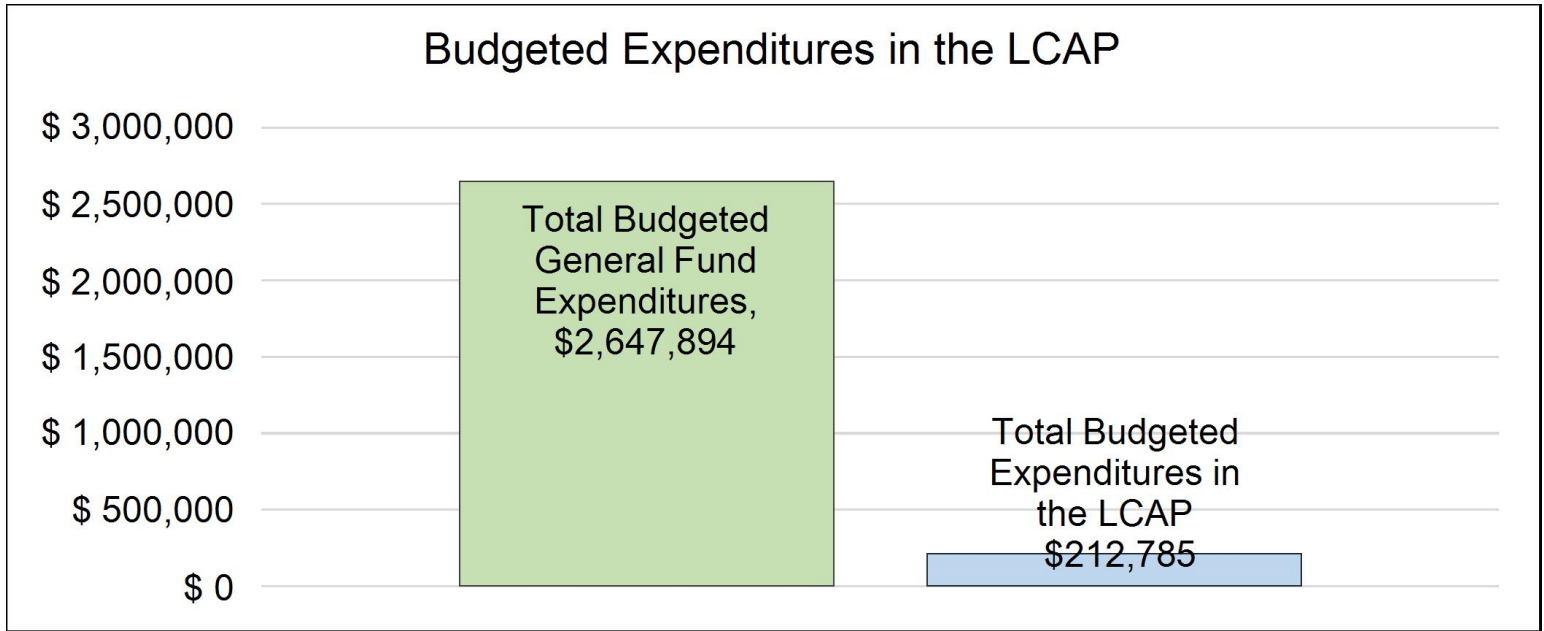


This chart shows the total general purpose revenue Big Valley Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Valley Joint Unified School District is \$2,648,243, of which \$2,151,343 is Local Control Funding Formula (LCFF), \$279,848 is other state funds, \$138,763 is local funds, and \$78,289 is federal funds. Of the \$2,151,343 in LCFF Funds, \$201,785 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 Big Valley Joint Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Valley Joint Unified School District plans to spend \$2,647,894 for the 2023-24 school year. Of that amount, \$212,785 is tied to actions/services in the LCAP and \$2,435,109 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The most significant general fund expenditures not included in the LCAP are primarily related to:

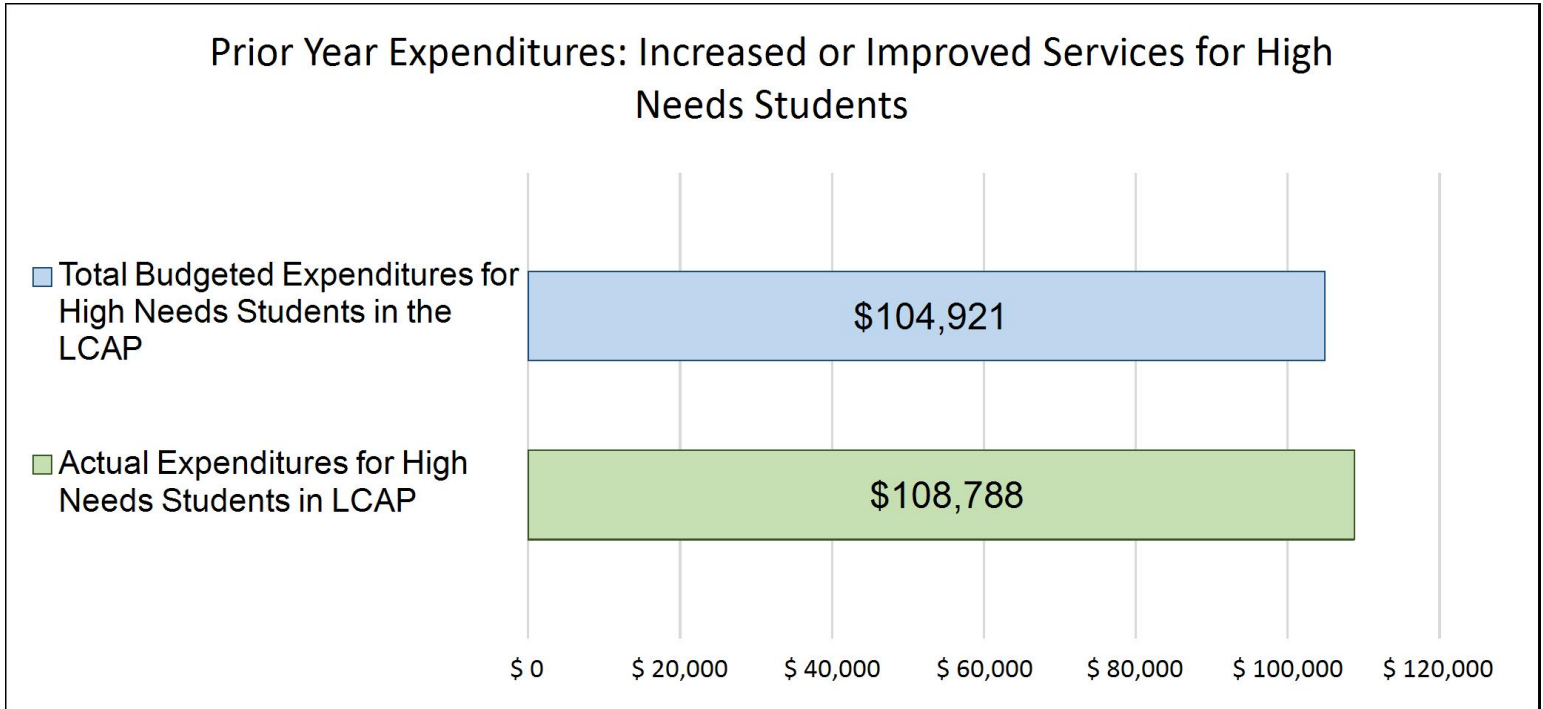
1. Salaries of Certificated Staff - \$770,897
2. Salaries of Classified Staff - \$474,379
3. Employee Benefits - \$659,901
4. Books and Supplies - \$219,556, and
5. Services and Other Operating Expenditures - \$482,449.

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

In 2023-24, Big Valley Joint Unified School District is projecting it will receive \$201,785 based on the enrollment of foster youth, English learner, and low-income students. Big Valley Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Valley Joint Unified School District plans to spend \$201,785 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 Big Valley Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Valley Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Big Valley Joint Unified School District's LCAP budgeted \$104,921 for planned actions to increase or improve services for high needs students. Big Valley Joint Unified School District actually spent \$108,788 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$3,867 had the following impact on Big Valley Joint Unified School District's ability to increase or improve services for high needs students:

BVJUSD experienced the following impact for its ability to increase or improve services for high needs students: Salary expenses were more than expected due to a 3% certificated schedule increase (G3, A4 and G3, A5) and Program expenses were more than expected (G1, A1 and G2, A3).



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
Big Valley Joint Unified School District	Paula Silva Superintendent/Principal	psilva@bigvalleyschool.org 5302945231

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.

Big Valley Joint Unified School District's Mission: We encourage students to become lifelong learners by providing strong, yet accommodating, academic programs. Through the cooperative efforts of staff, students, parents and our community, the mission of Big Valley Joint Unified School District is to ensure a safe and caring environment and to provide every student the opportunity to graduate as a responsible, confident citizen. We will create opportunities for each student to successfully cultivate his or her utmost potential.

BVJUSD has 132 students enrolled in the district. There are 84 unduplicated students which is 64% of the student population. With the exception of last year's drop in unduplicated student count, the 2022-23 unduplicated student count returned to comparable average from the previous years. This increase brings the unduplicated student count to an approximate average to a similar level of supplemental funding which the District received in 2021-22 and with previous years. More families were identified as low income and a similar number of families qualified for migrant education. Actions and services have returned in scope to 2021-22 funding levels. 81 students (61.8%) are Socioeconomically disadvantaged, 9 students (6.9%) are English learners, 13 students (8.3%) are Students with disabilities, 5 students (3.8%) are Foster Youth, and 0% Homeless Youth. For our foster youth, we provide academic tutoring, mentoring, and counseling services by the foster youth coordinator. The school board has adopted a Homeless Student Policy to provide for their needs. Briefly, that policy designates the Superintendent/Principal as the district liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed. Eligible students are identified through the enrollment process in the registration packets. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible environment for the child. Homeless services will be provided to all homeless students, so they can participate fully in all school activities and programs for which they are eligible.

The actions and services were increased in scope to the 21-22 school year, and there were no changes to the Goals, metrics, desired outcomes or actions or metrics. New administration will be in place for the 2023-24 school year.

BVJUSD is located in Bieber, California. The town of Bieber is situated in rural Lassen County on Highway 299, approximately 100 miles east of Redding, California where the school district houses two campuses Big Valley Elementary School and Big Valley Jr./Sr. High School. Big Valley is an isolated frontier area with residents primarily employed in the ranching and logging industries along with government service. Big Valley Joint Unified School District is a major employer in our community. BVJUSD is the center of the community and it has leveraged a variety of opportunities to forge relationships with the multiple community partners. The district continues offering Big Valley Adult School. It has leased the closed Adin Primary School which was closed in 2008 to the voter approved Southern Cascades Community Services District. The Adin Primary School houses a regional 24 hour emergency ground crews. A private preschool is currently renting a building on the campus and is providing flexibility for families and help prepare the district's future students.

Big Valley Joint Unified School District, a Positive Behavior Interventions and Supports (PBIS) district, has adopted a unified set of school-wide positive expectations. The school-wide positive expectations establishes a common vision, language, and experience for all students, parents/guardians, staff, and community members. The three expectations are Be Responsible, Be Respectful and Be a Problem Solver, and these expectations align with the district's three (3) LCAP goals:

Goal 1: BVJUSD creates a positive school climate that promotes student wellness, student engagement, and increases parent involvement in the school community. (State Priorities 3, 5, & 6)

Goal 2: BVJUSD students will have access to a broad course of study emphasizing California State Standards (CCSS) and will be taught by fully credentialed, appropriately assigned teachers. Curriculum will be sufficiently accessible by students. All facilities will be maintained to a high standard. (State Priorities 1, 2, & 7)

GOAL 3: BVJUSD student achievement will increase in all subject areas and achievement gap will be reduced, and all students will be prepared for high school, college and career. (Priority 4 and 8)

Reflections: Successes

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

Based on a review of performance on the state indicators and local performance indicators included in the California Dashboard, progress toward LCAP goals has been made via local self-assessment tools and input from our educational partners.

As a result, the following achievement on the California Dashboard trends from 2022 to 2023 were made:

Attendance Rate:

The Attendance rate remained stable at 94.04%, with minimal interruptions for student and staff COVID-19 quarantine or isolation events.

Graduation Rate

Graduation Rate maintained for 12th grade students. The rate was 81.80% in 21-22 to 81.80 in 22-23. The District continues to focus on monitoring students through the California Longitudinal Pupil Achievement Data System (CALPADS) and commits to a student-centered

focus by offering credit recovery programs, afterschool tutoring, and hosting parent/administration meetings to ensure graduation criteria is met.

Middle School Dropout Rate:

Middle School Dropout Rate remained at 0%.

Expulsion Rate:

Middle School Expulsion Rate remained at 0%.

Academic Achievement:

Although Big Valley Joint Unified School District is aware of the need for improvement and established additional supports for two student groups, students in multiple grade levels showed academic growth in English, Math and Science from 2020/21.

English Language Arts:

Grade 4 students ELA scores increased by 25% from 20/21.

Grade 5 students ELA increased by 10% from 20/21.

Grade 6 students ELA scores increased by 27% from 20/21.

Mathematics:

Grade 5 students Math scores increased by 27% from 20/21 .

Grade 6 students Math scores increased by 13% from 20/21 .

Grade 7 students Math scores increased by 27% from 20/21 .

Grade 11 students Math scores increased by 31% from 20/21.

California Science Test,

Grade 8 students Science scores increased by 2% from 20/21

Grade 11 students Science scores increased by 38% from 20/21.

CTE Sequence Completion:

Completion of CTE Sequence: The number of students who completed a CTE Sequence increased to 45.5% in 21-22. A huge increase from 0% in 19-20.

According to 19-20 CALPADS data, 0% of high school students are college and career ready, as demonstrated by completing a CTE sequence. In order to increase the number of students who complete a CTE sequence, the District will maintain a fully credentialed, CTE Agriculture Education teacher (Goal 3, Action 5) (Goal 2, Action 1).

The District met all local indicators in the 2022 Dashboard.

Priority 1: No misassignments of teachers of ELs, total teacher misassignments, or vacant teacher positions. 87.7% of teachers were credentialed. All students had access to their own copies of standards-aligned instructional materials for use at school and at home. All facilities were rated at the “exemplary” standard.

Priority 2: Implementation of Academic Standards Local Indicator: Based on the reflection tool and our BVJUSD Teaching and Learning Survey, our teachers moved from initial implementation of the California state standards in ELA and Math to full implementation in all subject areas and enable English learners access the CCSS & ELD standards. The District continues to focus on professional development in the areas of English language arts and mathematics and first best instruction to include collaboration and engagement strategies to support growth for all students.

Priority 7: 100% of all students, including low income, English learners, foster youth, & students with disabilities, have access and enrollment in a broad course of study.

Big Valley Joint Unified School District (BVJUSD) is committed to providing first best instruction to students. Input from our stakeholders has informed the development of a comprehensive plan which addresses the necessary components of ensuring students, families, and staff have tools and resources in place to implement high-quality teaching and learning. Building on our previous 1:1 device to student ratio, BVJUSD offers classrooms with interactive TVs and hotspots to students who need them to access learning from home needed. The district has provided professional development and ongoing support to teachers CPI Training and MTSS training. The areas of support include the use of the learning management system, new technical platforms, as well as accessibility tools to support student access to learning. In addition, training and support to improve pedagogical strategies and ensuring differentiation, attention to health, wellness, and social-emotional learning.

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.

Based upon a review of performance on the state and local indicators from the California Dashboard, progress towards LCAP goals, local self-assessment tools, and educational partner input, Big Valley Joint Unified School District has some areas of need. Some areas of need include Chronic Absenteeism, Suspension rates, School Connectedness and safety, academic performance, and completion of UC-CSU course requirement completers.

Chronic Absenteeism Rates:

Chronic Absenteeism Rates were in the "Very High" category for all students. The rate increased from 18.49% in 21-22 to 26.1% in 22-23. The District's participation in the Lassen County Truancy Program was reduced in scope due to a drop in supplemental funds. Instead of weekly contact with families and staff, the truancy program provided services to the District bi-monthly. The Truancy Program showed success previously by offering positive support to students who struggle with attendance issues. With the return of supplemental funds to pre-21-22 school year levels, we will return to weekly contact with in the truancy program.

Suspension Rates:

Suspension Rates were in the "Very High" category for all students. The rate increased to 9.2% in 22-23. Previously, the rate was 2.7% in 20-21 and 5.7 in 21-22. The District applied for a second Multi-Tiered Systems of Support grant for Big Valley Jr/Sr High School. In December, the District was awarded an additional \$50,000 Multi-Tiered Systems of Support grant and will be a part of cohort C for Academic and Behavior intervention supports. Currently staff has been working with the MTSS modules, received coaching support from LCOE coaches, and sent a team to the MTSS Institute last July, 2022.

High School Cohort Dropout Rate:

High School Cohort Dropout Rate dropped by .05%; from 17.65 in 20-21 to 17.60% in 21-22. Deeper analysis shows some patterns in the data, including at last count, 100% of dropouts were in the socioeconomically disadvantaged, or low income, subgroup. Looking at parental participation data correlated with student engagement data, it has been seen that as students age, their parents take less interest in school as a whole, and student engagement drops as well. This leads BVJUSD to the conclusion that strengthening the home to school connection may lead to increased outcomes for students in the district. Strengthening academic and behavior supports and connecting families with family support services through the truancy program will be several actions to address this need.

Examination of data about student, staff, and parent perception of school connectedness and safety as measured in the California Healthy Kids Survey (CHKS) shows that as students age, their connectedness and motivation to succeed in school diminishes. Many actions in Goal 1 are designed to address some of the concerns about school climate that have emerged in surveys, educational partner feedback, and thus create spaces within the community that are beloved, cared for and about, and thus become inherently welcoming to students of all backgrounds, but paying special attention to our most at-risk students - foster youth, low income, English learners, students with disabilities, and homeless students.

21-22 California Healthy Kids Survey Results:

Feeling of Safety= 54%
School connectedness= 58%
Student Response Rate=96%

22-23 California Healthy Kids Survey Results:

Feeling of Safety= 54%
School connectedness= 52%
Student Response Rate=78%

Academic indicators showed with both ELA and Math in the Low category for all students. Big Valley Joint Unified School District is aware of the need for improvement and established additional supports for two student group, both Socioeconomically and White groups performed in Low level in English Language Arts and Math.

Pupil Achievement:

(Based upon 2020-2021 CAASPP Data)

English Language Arts
Grade 3: 0% met or exceeded
Grade 4: 10% met or exceeded
Grade 5: 0% met or exceeded
Grade 6: 22% met or exceeded
Grade 7: 25% met or exceeded

(Based upon 2021-2022 CAASPP Data)

English Language Arts
Grade 3: 17% met or exceeded
Grade 4: 25% met or exceeded
Grade 5: 20% met or exceeded
Grade 6: 27% met or exceeded
Grade 7: 13% met or exceeded

Grade 8: 3% met or exceeded
Grade 11: 30.30% met or exceeded

(Based upon 2020-2021 CAASPP Data)

Mathematics

Grade 3: 0% met or exceeded
Grade 4: 0% met or exceeded
Grade 5: 0% met or exceeded
Grade 6: 0% met or exceeded
Grade 7: 13% met or exceeded
Grade 8: 18% met or exceeded
Grade 11: 0% met or exceeded

Science 20-21- CAST

Grade 5: 0% proficient or above
Grade 8: 18% proficient or above
Grade 12: 0% proficient or above

Grade 8: 20% met or exceeded
Grade 11: 31% met or exceeded

(Based upon 2021-2022 CAASPP Data)

Mathematics

Grade 3: 22.2% met or exceeded
Grade 4: 0% met or exceeded
Grade 5: 0% met or exceeded
Grade 6: 27% met or exceeded
Grade 7: 13% met or exceeded
Grade 8: 40% met or exceeded
Grade 11: 31% met or exceeded

Science 21-22- CAST

Grade 5: 0% proficient or above
Grade 8: 20% proficient or above
Grade 12: 38% proficient or above

Priority 8: In 22-23, 36% of students scored at or above standard at the of 2nd MAP assessment. A decrease of 26% from 21-22.

Many actions in Goal 3 are designed to address some of the concerns about student achievement that have emerged in surveys, educational partner feedback, and thus create spaces within the community that are beloved, cared for and about, and thus become inherently welcoming to students of all backgrounds, but paying special attention to our most at-risk students - foster youth, low income, English learners, students with disabilities, and homeless students. The District will continue to employ the additional General Education teacher in the elementary school Grades 4-8 to significantly reduce class sizes for the 2023-24 school year in order to avoid three grade levels in one classroom (Goal 3, Action 4) and maintain our CTE Agriculture Education program (Goal 3, Action 5).

Utilizing the A-G Improvement Grant, the District has recruited a jr/sr high school social science teacher to expand the master schedule and offer more in-person educational opportunities to students. After reviewing course completions and course drops and surveying students, the District recognized many unduplicated students struggled to complete A-G courses through Distance Learning and/or without a teacher available for academic support.

UC & CSU Course Requirement Completers:
30% in 2022-23.

LCAP Highlights

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

Big Valley Joint Unified School District continues to implement the comprehensive 2021-2024 Local Control and Accountability Plan. Through analysis of our state and local data, input from staff and educational partners, we identified key features to be addressed. The 2023-24 LCAP was written after consulting members from our educational partners across the district. Our educational partners agreed with the District's plan to continue the three goals. The new administration will evaluate this 21-24 LCAP and will move forward with the creation of the next three-year LCAP cycle. Our three goals include strategies and actions to increase services for our unduplicated students as we meet the needs of our entire community.

The 2023-24 LCAP includes Actions and Services to address a variety of needs identified by our educational partners and to achieve the LCAP goals.

These include:

1) Accelerated Learning For All Students to address Academic Achievement:

- a) The District employed one additional General Education teacher in the elementary school for Grades 6/7 in 2022-23 to reduce class sizes, avoid multiple grade levels in one classroom and plan to continue this reduction in class size for 2023-24, although the grade configuration may change.
- b) The District employed an Agriculture Education teacher in the jr/sr high school to expand Career Technical Education classes in master schedule, provide a CTE pathway for students to complete and encourage unduplicated students to access technical curriculum and experiences in the agriculture program.
- c) The District offered a 30 Day Summer Academy Program for unduplicated pupil count students to accelerate learning recovery and/or credit recovery. The District will continue to offer this 4 week Summer Academy in 2023-24 and include enrichment opportunities for students.
- d) The District will continue to provide various software programs for intervention including ESGI, IXL Learning, Mystery Science, and Read Naturally.

2) Professional Development: The District will assess and refine its comprehensive Professional Development plan with emphasis on universal academic supports, supplemental intervention support, and intensified behavior interventions and supports. This plan will include the use of consultants, additional days/hours for teachers, release time, and stipends for engaging in Professional Learning activities.

3) Social-Emotional Learning Support: The District will contract with the Lassen County Truancy Program to help reduce chronic absenteeism and help connect families with wrap around services for our unduplicated students. In addition, the district will provide funds for expansion of school-wide positive incentives, student engagement activities, and celebrate student success.

4) Strengthening Student Connectedness: Actions here are related to those addressing Accelerated Learning and Social-Emotional Learning. The District will continue to engage with the MTSS process.

5) Strengthening Family Engagement: The District will continue to fully implement and extend the use of user friendly, cell phone based apps to assist families with needed services and resources. Using cell phone based apps have shown a positive increase in communication between teachers and families who have elementary school aged students. It is a more effective means of communication with families since many families have difficulty obtaining consistent internet connectivity in our rural and remote area.

Other key features of the LCAP include:

1. Instruction
 - a) Provide strong Tier 1 instruction, and
 - b) Continue to offer summer class recovery opportunities.
2. Engagement
 - a) Celebrate student success through a range of activities and incentives, and
 - b) Provide funds for student engagement activities such as extra curricular and enrichment activities.
3. Professional Development and Teaching
 - a) Increase the use of highly effective, research-based instructional strategies, and
 - b) Provide professional development and staff collaboration early release time one day a week.
4. Students
 - a) Improve parent communication by fully implementing, and extending the use of Seesaw and Remind Apps, and
 - b) Provide funding at both school libraries for the purchase of library materials to improve reading achievement and literacy.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

Educational Partners in the Big Valley Joint Unified School District's school programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable 23-24 LCAP. BVJUSD held in-person instruction for the school year, and staff worked with parents/guardians for students who were placed on quarantine or isolation. Through safety COVID-19 protocols, the District remained open throughout the school year. Through survey and informal engagement with its educational partners, the District found Distance Learning failed to meet the needs of students, staff and families due to connectivity and the rural and isolated geography of the District. The goal for the 21-22 school year was to remain in-person as much as was allowable.

To meaningfully engage our students and family partners, electronic and telephonic surveys were conducted. A telephone survey was conducted over a three-week period, reaching out to more than 90 families to survey distance learning, areas of need, and the services provided to students. Ideas were offered for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. Student input was received in an online Student Wellness Survey that remained accessible throughout the school year. On March 11, 2023 the administrator met with three different age level of students to elicit feedback and ideas for school improvement.

The district conducted numerous surveys with specific target audiences to get a deeper understanding of needs. The following are the number of surveys conducted and their target audiences during the 2022-23 school year:

- Professional Development Needs Assessment Survey for Staff was conducted during back to school workshops from August 17-20, 2022
- School Climate Surveys for Students in Grades 3-12 conducted in the month of December, 2022
- Local Control Accountability Plan Survey for Parents, Community & Staff conducted between March 31 - April 15, 2023
- Student LCAP Input Survey for Students in Grades 6 - 12, April 20 and 25, 2023
- Parent Engagement Surveys conducted by sites in April 20 -April 28, 2023
- Summer Program 2023 Interest Survey April, 2023

- Needs Assessment Survey for EL Parents conducted between 04/17/23 and 04/27/23.

Staff surveys, parent surveys, and student surveys were posted on social media, mailed to families, posted on the District's website, and emailed on April 1, 2023 to gather feedback and begin creating the 23/24 LCAP. Through Survey Monkey and mailed responses, 31 students completed student surveys. 15 parents/guardians completed LCAP input surveys and 20 staff members completed LCAP input staff surveys. Spanish speaking families received parent surveys in Spanish through Survey Monkey and mailers.

In addition, the District utilized the existing Districtwide Committees' meetings in 2022-23 to provide information and gathered input for the development of the Local Control and Accountability Plan:

- SELPA Consultation - The Special Education Local Plan Area (SELPA) Administrators of California is an association of professional educators organized to present, review, and evaluate major special education issues. BVJUSD met with our SELPA in the 2022-23 school year: 03/21/2023.
- Educational Services Consultation- The District met with Ed Services on 5/1/23 for guidance.

The District continued to engage with its two bargaining units; BVTa and CSEA to develop MOUs. Once a working draft was created, the LCAP draft was emailed to educational partners for feedback and comments. Then the LCAP draft was sent to the county office for consultation and review.

Multiple drafts of the Local Control and Accountability Plan was also discussed at the two advisory committee meeting to engage stakeholders in a dialogue about the needs of teachers and methods of ensuring students are provided a continuity of learning regardless of the model of delivery.

The District met with a representative from the Pit River tribe. On December 6, 2022, the District coordinated with the representative and members from Resources for Indian Student Education, Inc (RISE) to host a cultural awareness assembly and on February 22, 2023, the representative met with school staff during collaboration time and shared ideas about bringing a Cultural Awareness Day in May. Responses were considered and discussed in the compilation of the LCAP.

Our partners in the community were likewise engaged in the feedback process through the sharing of information through electronic and telephonic meetings including the Mountain Valleys Health Center and the Lassen County Foster Youth Services. These partners offered the opportunity for the administration to provide information and updates on the educational programs being provided to students in BVJUSD's school programs and solicit feedback. As specialists in their respective fields, the dialogue between participants in these meetings provided useful insights into the services and supports needed by our students.

Educational Partners responses and feedback from the surveys, mailers, and phone calls were considered and discussed in the compilation of the LCAP.

Feedback received from the community and staff in connection with the Public Hearing where BVJUSD's Local Control and Accountability Plan is presented will also help to inform the direction of the school programs. Individuals were encourage to participate in the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number.

A summary of the feedback provided by specific educational partners.

08/16/22, 10/18/22, 11/15/22, 12/13/22, 01/17/23, 02/21/23, 03/17/23, 04/19/23 and 05/17/23. BVJUSD Administration has been involved in monthly LCAP informational meetings or workshops put on by Lassen County Office of Education. These meetings included all superintendents in Lassen County.

09/21/22, 10/19/22, 11/16/22, 12/12/22, 01/18/23, 02/15/23, 03/17/23, 4/21/23, and 5/19/23. Superintendent/Principal provided a review and ongoing update of the LCAP process to our community and Board of Trustees during monthly board meetings. The District metrics were reviewed as they were released by the California Dashboard, SARC, Dataquest, and local assessments. During these presentations, the Superintendent/Principal reminded the parents and community about the opportunity to submit comments, at any time throughout the year, about the LCAP.

BVJUSD Monthly School Board Meetings:

02/15/23: LCAP Dashboard Local Indicator 3, 5, & 6 Presentation

06/28/23: LCAP Dashboard Local Indicators 1,2, 4, 7 & 8 Presentation

3/21/23, and 6/__/23. BVJUSD Administration met with Director of Ed Services/LCAP of Lassen County Office of Education for a LCAP review and support.

01/13/23 and 04/01/23 The superintendent/principal met with the Big Valley migrant families. The LCAP Actions and Services were reviewed and discussed. The most recent data (ELPAC Scores and MAPS Scores) from Big Valley Schools was analyzed. Most of the discussion centered around the district's ELLs student scores and the English Language Learner (ELL) aide. Parent surveys were distributed during the 04/01/23 meeting. 100% of the parents indicated that they want the Big Valley School District to continue with the After School support program.

09/10/22, 02/09/23 and 03/30/23. Big Valley Teachers Association (BVTA) bargaining unit were consulted via surveys, received the results of the surveys, and asked for input in the development of the 23-24 LCAP Actions and Services. BVTA analyzed school data and evaluated the findings. Staff surveys were given on 03/31/23.

09/10/23, 01/15/23, and 05/27/24 Classified staff (CSEA) and unrepresented employees reviewed the most recent data (three years) available, analyzed the Actions and Services and offered feedback on LCAP. We utilized collaboration time so as to get as much participation as possible from most school district employees. Staff surveys were given on 03/31/23.

04/19/23 and 05/19/23. The superintendent/principal convened two Parent and Community LCAP Advisory meetings. The group which included parents, teachers, and community members reviewed actions and services with a comprehensive conversation around each priority and reviewed data from the California Dashboard, Dataquest, SARC, California Healthy Kids Survey Results, parent survey results to inform the decision making process. On 06/03/23, the LCAP Advisory group reviewed the actions and services for all three goals and determined the effectiveness of each one. 03/11/23 and 03/14/23 BVJUSD Administration met with the 5th,6-8th, 9th/10th, and 11th/12th grade students about the 23/24 LCAP and students completed a five question survey. Results of the students survey were shared with staff on 3/30/23.

On 08/19/22 and 10/13/22, staff were given the last two years of student assessment results for the CAASPP, ELPAC, AP, and SARC Reports as well as the 2022-23 MAPS Results, the Fit Report, attendance rates, graduation rates, dropout rates, and suspension/expulsion data to analyze and evaluate.

Elementary School LCAP Student Survey- 4th and 5th grade students responded to the California Healthy Kids survey. Ideas on ways to improve the school for 2022-23 were identified and information was included in the LCAP.

04/01/23 Parent/family involvement survey, which was posted on Social Media, emailed to parents/guardians and mailed with 3rd Quarter Reports Cards.

On 02/15/23 and 03/30/23, the District met with a representative from the Pit River tribe to discuss student climate issues.

03/21/23 The District consulted with the Lassen SELPA administrator and shared the BVJUSD's LCAP review and development plan for students with exceptional needs.

Public Hearing for the LCAP/Budget was held on June 21, 2023. The BVJUSD approved the LCAP/Budget on June 28, 2023.

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

The aspects of the LCAP that were influenced by specific stakeholder input are apparent in all three of our broad goals. Our goals and actions were developed in response to stakeholder feedback. A common thread important to our educational partners is the academic success and achievement for students, which is clearly defined in Goals 1, 2 and 3. Goal 2 specifically addresses student achievement and actions related to helping our students (including English Language Learners, Foster Youth, Low Income and Students with Special Needs) to be successful learners. Specific actions include Professional Development, Professional Development directly related to Socio-emotional Learning, a District wide intervention program and adding an teacher at the middle school. Feedback on class size reduction was as an important factor to helping students succeed by teachers as well as the local bargaining unit. Goal 1 addresses not only the parental involvement and input opportunities that parents feel so strongly about, but that it is an indication of helping students succeed (Action 1). Actions within Goal 1 include increased parent communication opportunities, so that parents can support their child's education, help reduce chronic absenteeism and continuation of PBIS supports. Goal 2 addresses student achievement support with actions including to continue to hire highly qualified staff who are fully credentialed, and appropriately assign certificated and classified staff for high needs students. Action 4 is specifically related to student achievement as we are committed to providing Summer School to help reinforce skills and to help close the achievement gap. Analysis also showed that safety for students and staff members is important. Big Valley is committed to providing a wide range of student incentives from academic, behavior, and extra curricular activities as indicated in Goal 1, Action 5 and Goal 3, Actions 1 & 7. The mental and social emotional health was valued by teachers, principals and administrators which is embedded in Goal 1, Action 6 and Goal 2 and Action 2. These Actions will provide professional development to staff for supporting the SEL needs of students. Technology support continues to be important to ensure optimal conditions for learning as stated in Goal 2. Goal 2, Action 3 provides for technology upgrades and improvements as well as professional development with the use of the upgraded technology. BVJUSD clearly prioritized stakeholder feedback as evidenced in our Goals and Actions.

These meetings gathered staff, parents, unduplicated parents, students, and community to review the actions and services of the 2023-24 Big Valley Joint Unified School District LCAP.

BVTA believed that BVJUSD should employ an elementary school teacher, a jr/high school teacher, continue with PBIS Tier 2 & 3 PBIS, and focus on chronic absenteeism.

CSEA believed that BVJUSD should reduce behavior issues and maintain the Lassen County Truancy program.

Big Valley Migrant parents believed that BVJUSD needed to continue with the Afterschool program.

Students identified the need to improve the facilities, keep adding electives and expanding CTE opportunities, and continue offering extra-curricular-activities.

District parents completed paper surveys which provided another opportunity for Stakeholders to have a voice. The results from the surveys were collected, reviewed, and where possible, included in the plan.

Some of the comments from the surveys included:

1. Improve student math scores;
2. Continue to provide behavior supports for students with challenging behaviors;
3. Maintain extra-curricular and co-curricular offerings.
4. Reduce the number of daily robo calls to families.

The LCAP was submitted to the Governing Board for the Public Hearing on June __, 2023.

The BVJUSD approved the LCAP/Budget for the Public Hearing on June __, 2023 with a __-__ vote.

Goals and Actions

Goal

Goal #	Description
1	BVJUSD creates a positive school climate that promotes student wellness, student engagement, and increases parent involvement in the school community. State Priority 3 State Priority 5 State Priority 6

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student body identified to support the LCAP 2021-24 cycle. Our educational partners identified the importance of the following areas when considering the development of learning goals with a focus on the whole child.

1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and student survey data,
2. Decrease chronic absenteeism,
3. Improve district attendance rate,
4. Decrease Pupil Suspension as measured by suspension rates,
5. Maintain, or increase the support for, mental health services and counseling services.
6. Engage, strengthen, and provide supplemental and intensified supports to students who require more academic, behavioral, and/or emotional support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A Local Performance Indicator Self Reflection Tool Seeking Input for Decision Making:	3A: Initial Implementation - 3	3A: Initial Implementation - 3	3A: Full Implementation - 4		3A: Initial Implementation - 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>Rubric Scores For All: 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses</p>					
<p>Priority 3B Local Performance Indicator Self Reflection Tool Parent Engagement</p> <p>Rating of the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory</p>	3B: Beginning Development - 2	3B. Beginning Development - 2	3B: Initial Implementation - 3		3B: Beginning Development - 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>groups and decision-making.</p> <p>Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses</p>					
<p>Priority 3C Local Performance Indicator Self Reflection Tool Parent Engagement</p> <p>Rate the LEA’s progress in providing all families, including parents with students of exceptional needs, with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from</p>	<p>3C: Beginning Development - 2</p>	<p>3C: Beginning Development - 2</p>	<p>3C: Initial Implementation - 3</p>		<p>3C: Beginning Development - 4</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
any underrepresented groups in the school community. Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Average Rating of Responses					
5A. Attendance Rate % Aeries	5A. 94.54%	5A. 94.04	5A. 94.04%		97%
5B. Chronic Absenteeism Rate % Aeries	5B. 18.49%	5B. 15.3%	5B. 26.1%		5%
5C. Middle School Dropout Rate % Aeries	5C. 0%	5C. 0%	5C. 0%		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5D. High School Cohort Dropout Rate % CALPADS	5D. 17.65%	5D. 18.2%	5D. 17.60%		0%
5E. High School Cohort Graduation Rate % CALPADS	5E. 76.47%	5E. 81.8%	5E. 81.80%		95%
6A. Suspension Rate % California School Dashboard	6A. 2.7%	6A. 5.1%	6A. 9.2%		2%
6B. Expulsion Rate % California School Dashboard.	6B. 0%	6B. 0%	6B. 0%		0%
6C. California Healthy Kids Survey Feeling of Safety % School connectedness % Percentage of students responding to survey	6C. Feeling of Safety= 71% School connectedness= 68% Student Response Rate=92%	6C. Feeling of Safety= 54% School connectedness= 58% Student Response Rate=96%	6C. Feeling of Safety= 54% School connectedness= 52% Student Response Rate=78%		6C. Feeling of Safety= 90% School connectedness= 85% Student Response Rate=92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Two-way communication between home & school	The District will promote meaningful two-way communication between home & school to support an environment at all school sites that is welcoming to all families and strengthening connections to student learning. Use of Robo phone calls, website, weekly bulletins, monthly newsletters, etc.	\$5,000.00	Yes
1.2	Truancy Reduction Program	The District will partner with the Lassen County Probation Department for the Truancy Reduction Program to work with families whose children are chronically absent, identifying and addressing the factors contributing to high levels of absence and education families about the resources available, helping families understand the importance and their responsibilities make sure their children attend school consistently.	\$14,363.00	Yes
1.3	Funding for school libraries to purchase library materials	The District will provide funding at both school libraries for the purchase of library materials to improve reading achievement and literacy by supporting unduplicated student groups with increased access to up-to-date school library materials.	\$1,500.00	Yes
1.4	Summer School for high school students	The District will provide Summer School for high school students who are not on track to graduate, who may not be able to graduate because they have failed or missed classes and may not be able to meet requirements during the school day.	\$4,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	School-wide PBIS Positive Incentives	The District will promote school-wide Positive Behavior Interventions and Support (PBIS) through expansion of school-wide positive incentives for demonstrating good character and following school-wide expectations for all students.	\$5,000.00	Yes
1.6	Socio Emotional PD (CPI) (Title 1)	The District will provide targeted professional development to staff to enhance the social, emotional, and physical well-being to improve positive student outcomes for all students.	\$1,000.00	No

Goal Analysis [2022-23]

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

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

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. The District found the Remind 101 app for specialized communications between parent and the classroom teacher is successful. Our attendance rate remained stable despite some very, limited, COVID quarantines and illnesses at the beginning of the year. Continuing the partnership with the Lassen County Probation Department and having a truancy officer available to work closely with families and connect them with needed resources and services have been a positive program. Supply chain issues impacted one action, (Action 5). Staff's ability to purchase some incentive based PBIS ticket economy system were placed on back order.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 1: The District continues to expand various communication based applications to reach families in different ways. The Remind 101 App, increased paper based communications, phone call based and text based contacts through Blackboard Connect. The material difference includes the yearly subscription rate increased for the Blackboard Connect system and the increased in paper based communications.

Action 4: The District hired one teacher for summer school credit recovery. The second summer school teaching position was funded through ELOP Funds.

Action 5: Due to lack of capacity of staff, the PBIS store offered at the elementary school did not occur monthly. Instead it was offered every other month, so student incentives lasted longer than in previous years. For the jr/sr high school, previously purchased incentives were delivered at the beginning of the school and provided the incentives throughout the year. These previously purchased incentives were received during the summer and were not available for the 21/22 school year.

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

- 1.1: The actions resulted in families continuing to report increased levels of connectedness with schools. According to Local Performance Indicator Self Reflection Parent Engagement rating tool, the District moved from 2 - Beginning Development to 3 - Initial Implementation.
- 1.2: The addition of the truancy program has allowed more students to improve their attendance. The District reduced the number of 3rd/Conference notification letters by 50% from the 21/22 school year, despite reducing the scope of the truancy program for 22/23.
- 1.3 The library has seen an increased of 13% with students via survey who are using the library resources; research, study hall, reading enrichment, etc. more this year compared to last year.
- 1.4: Summer school credit recovery provided an additional opportunity for students to earned credit completion. The graduation rate remained consistent as several students had the opportunity to make up classes and graduate in four years..
- 1.5: The PBIS Swiss data showed a drop in school wide referrals to less than once a day for the District. As of 5/23/23, the District average .75 per day for the school year, according to SWISS data.
- 1.6: The District facilitated two professional development opportunities for staff to increase their knowledge of social-emotional learning (SEL) and to help staff establish a sense of safety and support for students: CPI training and curriculum support. As of 5/23/23, the District average 23.9% of referrals associated with defiance, insubordination, or noncompliance, according to Swiss data. This is a 1.96% drop of referrals associated with defiance, insubordination, or noncompliance, according to Swiss data.

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

As referenced in the 22/23 LCAP, the District experience an unanticipated drop in the unduplicated count for 22/23 based on the students who were identified as low income or qualified for migrant education. For 23/24, the unduplicated count returned to approximate average numbers of students consistent with previous years. With the increase to the unduplicated count of students, the budgeted expenditures returned in scope to the previous school year. The actions and services were increased in scope with the 21-22 school year, but there are no changes to the Goal 1, metrics, desired outcomes or actions or metrics.

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	BVJUSD students will have access to a broad course of study emphasizing California State Standards (CCSS) and will be taught by fully credentialed, appropriately assigned teachers. Curriculum will be sufficiently accessible by students. All facilities will be maintained to a high standard. State Priority 1 State Priority 2 State Priority 7

An explanation of why the LEA has developed this goal.

Optimal learning conditions are imperative for students to thrive and succeed. Through evaluation of curriculum and instruction of standards aligned materials, teaching staff and facilities, the District found these foundational supports are helping children succeed through appropriately. The previous CTE teachers were not credentialed leading to a dashboard reflection of not attaining college and career readiness. Input received from stakeholders through the LCAP process indicates a desire to focus on the following foundational supports in order to lay the groundwork for student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Percentage of appropriately assigned and credentialed teachers CalPads	(2019-2020) Appropriately assigned and credentialed teachers=91.6%	1A: 89%	(2021-2022) Appropriately assigned and credentialed teachers=87.7%		(2023-24) Appropriately assigned and credentialed teachers=100%
1B: Percentage of classrooms with sufficient instructional materials as District	1B: 100%	1B: 100%	1B: 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
board resolution and/or Williams Report.					
1C: Percentage of schools rated exemplary condition The Facility Inspection Tool (FIT)/Williams report.	1C: 100%	1C: 100%	1C: 100%		100%
2A: Implementation of California State Standards in the following subject areas: Rating ELA/ELD, Mathematics, History/SS, Science, Health, Physical Education, Visual and Performing Arts, Agriculture Education, and Foreign Language. Local Performance Indicator Self Reflection Tool	2A: 3- Initial Implementation in all subject areas.	2A: 3- Initial Implementation in all subject areas.	2A: 4- Full Implementation in all subject areas.		5-Full Implementation and Sustainability in all subject areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2B: Rating of district ability to enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency Local Performance Indicator Self Reflection Tool	2B: 3- Initial Implementation in all subject areas.	2B: 3- Initial Implementation in all subject areas.	2B: 4- Full Implementation in all subject areas.		5 - Full Implementation and Sustainability in all subject areas
7A: Percentage of students who have access and enrollment in to a broad course of study, 2020-2021 Master Schedules	7A: 100%	7A: 100%	7A: 100%		100%
7B: Percentage of students with access to and enrollment in programs and services developed and provided to low income, English learner and foster youth pupils.	7B: 100%	7B: 100%	7B: 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020-2021 Master Schedule; rosters, sign-in sheets					
7C: Percentage of students with access to and enrollment in programs and services developed and provided to students with disabilities. SEIS	7C: 100%	7C: 100%	7C: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher Induction Program (Title 2)	The District will continue to hire and appropriately assign fully credentialed teachers, including providing new teacher induction program for all first year and second year teachers to support staff development and build capacity for teachers to provide high quality differentiated instruction.	\$15,000.00	No Yes
2.2	Professional Development - Instructional Strategies	Teachers will participate in professional development to increase the use of highly effective, research-based instructional strategies for all students, including at-risk students and English Learners in order to provide explicit and integrated English Language Development (ELD) and quality first instruction.	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Technology Upgrades and Improvements	The District will upgrade, replace and expand classroom, student, and staff technology and resources to provide a baseline of equality across both schools and increase student achievement for all students.	\$2,550.00	Yes
2.4	Facilities repair for playground & basketball court	The District will contract with EC Paving for asphalt sealing services in repairing the playground at the elementary school and the basketball court at the jr/sr high school.	\$0.00	No
2.5	Installation of water bottle filling stations	The District will install three hands-free automatic water bottle filling stations to encourage hydration, reduce illness transmission, and promote sustainability for students and staff.	\$0.00	No
2.6	BV Ag Dept increased course pathways & CTE courses	In our quest to prepare students for college and career readiness, the District will work with the Big Valley Agriculture Department to increase course pathways, Career and Technical Education (CTE) courses and electives options via dual enrollment at Lassen Community College, UC Scout, or Cyberhigh.org online programs for all students. While this action will serve all Big Valley students, special consideration will be given to unduplicated students.	\$3,000.00	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 and services were implemented with fidelity and were found to be effective for increasing or improving services for students. The District did experience some challenges in recruiting and employing fully credentialed teachers, qualified paraprofessionals and classified staff. The challenges led to a lack of substitutes for certificated and classified positions, and leaving the District with little or no substitute coverage in both units.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

2.3: The District allocated funding for Technology Upgrades and Improvements. Some of the technology upgrades were not available last year due to supply chain issues. These technology upgrades became available and were needed by students and staff. 2.3 Action exceeded the cost by \$1,544.20.

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

As the District started the school year in August, both the adult and student community experienced many anticipated and several unexpected challenges.

2.1: In 2022-23, 87.7% of teachers (7 out of 10) are fully credentialed and appropriately assigned; 1 has completed year 2 of the teacher induction program and 2 are not yet fully credentialed, but have completed year 1 of an intern program. It is a 2% decrease from 21-22.

2.2: The continued expansion of the math program is demonstrating progress towards the goal. At this time the recent MAP benchmark data demonstrates improvement in math skills, average student math growth in grades 3-8 & 11 show a 3 point increase from 21-22, despite the many challenges faced during the 2020-2021 school year

2.3: The District completed technology upgrades by purchasing science supplies and wood shop digital resources in the high school science classroom and jr high/high school wood shop. Teachers had access to online tools and assessment data. 100% of students, including English learners and students with disabilities, had access and enrolled in to a broad course of study, allowing them to align courses to post-secondary plans. On the 2021-22 CAST, the number of Grade 8 proficient or above students increased by 2% from 2020-21 and the number of Grade 12 proficient or above increased by 38% from 2020-21.

2.4: The District completed the facilities repair for playground & basketball court. Use of the resurfaced, basketball courts increased by 43% across both schools, student survey and informal observation.

2.5: The District completed the installation of water bottle filling stations. Use of the water fountain increased by 70% across both schools with the addition of the water bottle filling station, by student survey and informal observation.

2.6: The BV Ag Department increased CTE pathways and added new courses to the master schedule. We made progress toward our College and Career-Readiness goal. 45% of high school students completed one CTE pathway in 21-22.

Two actions under Goal 2 were completed: 2.4: The District completed the facilities repair for playground & basketball court and 2.5: The District completed the installation of water bottle filling stations.

No new facilities upgrades have been planned using LCAP funds.

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.

As referenced in the 22/23 LCAP, the District experience an unanticipated drop in the unduplicated count for 22/23 based on the students who were identified as low income or qualified for migrant education. For 23/24, the unduplicated count returned to approximate average

numbers of students consistent with previous years. With the increase to the unduplicated count of students, the budgeted expenditures have increased and returned to the same funding level comparable to the previous school years.

The actions and services were increased in scope with the 21-22 school year, but there are no changes to the Goal 2, metrics, desired outcomes or actions or metrics.

Note: 2.4 and 2.5 actions and services were completed in 20/21, but there were no other changes to the Goal 2, metrics, desired outcomes or actions or metrics.

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	BVJUSD will focus on closing the achievement gap for all students, increasing student achievement in all subject areas and ensuring that all students are prepared for high school, college and career. State Priority 4 State Priority 8

An explanation of why the LEA has developed this goal.

Analysis of the 2019 CAASPP data results and the College and Career Indicator results shows that many of our students are below the standards in ELA and Math. More concerning is that 0% of high school students completed a CTE Sequence and 29.4% have been identified as Approaching Prepared by the College and Career Indicator. Input received from stakeholders through the LCAP process indicates a strong need for improvement in student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Pupil Achievement CAASPP Data Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts	4A (Based upon 2018-2019 CAASPP Data) English Language Arts Grade 3: 25% met or exceeded Grade 4: 28% met or exceeded Grade 5: 3% met or exceeded Grade 6: 43% met or exceeded	4A (Based upon 2020-2021 CAASPP Data) English Language Arts Grade 3: 0% met or exceeded Grade 4: 10% met or exceeded Grade 5: 0% met or exceeded Grade 6: 22% met or exceeded	4A (Based upon 2021-2022 CAASPP Data) English Language Arts Grade 3: 17% met or exceeded Grade 4: 25% met or exceeded Grade 5: 20% met or exceeded Grade 6: 27% met or exceeded		English Language Arts Grade 3: 50% met or exceeded Grade 4: 50% met or exceeded Grade 5: 43% met or exceeded Grade 6: 28% met or exceeded Grade 7: 68% met or exceeded Grade 8: 28% met or exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7: 3% met or exceeded Grade 8: 3% met or exceeded Grade 11: 30.30% met or exceeded	Grade 7: 25% met or exceeded Grade 8: 27% met or exceeded Grade 11: 0% met or exceeded	Grade 7: 13% met or exceeded Grade 8: 20% met or exceeded Grade 11: 31% met or exceeded		Grade 11: 50% met or exceeded
4A Pupil Achievement CAASPP Data Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for Math	4A (Based upon 2018-2019 CAASPP Data) Mathematics Grade 3: 23.10% met or exceeded Grade 4: 0% met or exceeded Grade 5: 8.3% met or exceeded Grade 6: 0% met or exceeded Grade 7: 9% met or exceeded Grade 8: 9.09% met or exceeded Grade 11: 7.70% met or exceeded	4A (Based upon 2020-2021 CAASPP Data) Mathematics Grade 3: 0% met or exceeded Grade 4: 0% met or exceeded Grade 5: 0% met or exceeded Grade 6: 0% met or exceeded Grade 7: 13% met or exceeded Grade 8: 18% met or exceeded Grade 11: 0% met or exceeded	4A (Based upon 2021-2022 CAASPP Data) Mathematics Grade 3: 22.2% met or exceeded Grade 4: 0% met or exceeded Grade 5: 0% met or exceeded Grade 6: 27% met or exceeded Grade 7: 13% met or exceeded Grade 8: 40% met or exceeded Grade 11: 31% met or exceeded		Mathematics Grade 3: 43% met or exceeded Grade 4: 20% met or exceeded Grade 5: 28% met or exceeded Grade 6: 20% met or exceeded Grade 7: 29% met or exceeded Grade 8: 29% met or exceeded Grade 11: 35% met or exceeded
4A: Percent of students meeting or exceeding standards on the Smarter Balanced Summative Assessments for Science (CAST)	4A: Grade 5: 17% proficient or above Grade 8: 32% proficient or above Grade 12: 35% proficient or above	4A: Grade 5: 0% proficient or above Grade 8: 18% proficient or above Grade 12: 0% proficient or above	4A(Based upon 2021-2022 CAST Data) Grade 5: 0% proficient or above Grade 8: 20% proficient or above Grade 12: 38% proficient or above		Grade 5: 35% proficient or above Grade 8: 47% proficient or above Grade 12: 50% proficient or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B: Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University SARC	4B: 30% in 2018-19 & 2019-20	4B: 0% in 2020-21	4B: 30% in 2021-22		45%
4C: Percentage of students who are completers in a CTE Sequence SARC.	4C: 2019-2020 0%	4C: 2020-2021 45.5%	4C: 2021-2022 45.5%		25%
4D: Percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); Dataquest, CCI Report	4D: 30% in 2019-20	4D: 100% in 2020-21	4D: 100% in 2021-22		45%
4E. ELPAC	4E: English Proficiency 1	4E: English Proficiency 5	4E: English Proficiency 2		3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students who have improved by one level. California School Dashboard					
4F. EL Reclassification Rate are Number of students who are reclassified CALPADS	4F: 2019-2020 0	4F: 2020-2021 1	4F: 2021-2022 0		3
4G. AP Exams Number of students with a score of three or higher. The College Board.	4G: 2019-2020 0	4G: 2020-2021 0	4G: 2021-2022 0		2
4H: Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. California Dashboard.	4H: 29.4% of 2019-2020 cohort	4H: 0% for 2020-2021 cohort	4H: Not reported in 2022.		44.4%
8A: Percentage of 5th, 7th, & 9th grade	8A: 2018-2019 (No PFT data in 19/20 or 20/21)	8A: 2020-2021 (No PFT data in 19/20 or 20/21)	8A: 2021-2022 (% of student completions for PFT)		93% of 5th graders 80% of 7th graders 95% of 9th graders

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who are deemed healthy by the Physical Fitness Test. SARC	83.3% of 5th graders 69.3% of 7th graders 90% of 9th graders		100% of 5th graders 100% of 7th graders 100% of 9th graders		
8B: Percent of 8th grade students eligible for enrollment in an A-G four-year, academic high school plan AERIES	8B: 2019-2020 100%	8B: 2020-2021 100%	8B: 2021-2022 100%		100%
8C: Percentage of students achieving passing grades in all courses described under 51210 and 51220 (a) – (i). SARC	8C: 2020-2021 93%	8C: 2021-2022 88%	8C: 2021-2022 93%		100%
8D: Percentage of students who are at or above standard on the end of the 2nd grade MAP assessment.	8D: (January 2020) 55%	8D: (January 2020) 62%	8D: 36%		70%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increasing Student Achievement with activities & incentives	The District will celebrate student success and increase student engagement through a range of activities and incentives, including, but not limited to, attendance awards, quarterly awards, progress reports, honor roll awards, honor roll field trips and sports awards.	\$5,000.00	Yes
3.2	UC Scout AP/Honors and Cyberhigh Online Learning Platforms	The District will contract with online and concurrent learning platforms; such as UC Scout AP/Honors and Cyberhigh, to increase student access to honor/AP courses, elective and credit recovery options While this action will serve all Big Valley students, special consideration will be given to unduplicated students.	\$8,500.00	Yes
3.3	Professional Learning Community/Analyze Student Data	Teachers will utilize the Professional Learning Community (PLC) process on scheduled early release Wednesdays to analyze student data to inform instruction that will lead to increased student achievement.	\$1,000.00	Yes
3.4	Recruit one .5 teacher at elementary school	The District will recruit one .5 teacher at the Big Valley Elementary School to maintain an average class size of 20:1 in grades TK-6 which will increase academic achievement for all students and avoid having one classroom with three grade levels.	\$45,168.90	Yes
3.5	CTE Agriculture Education teacher	The District will maintain one 6th – 12th Grade CTE Agriculture Education teacher to increase the number of unduplicated students who will complete a CTE pathway (completers) which is critical for preparing students for jobs in local and regional economies.	\$86,001.28	Yes
3.6	Intervention support	The District will contract with intervention programs to provide targeted intervention support designed to improve students' academic language, literacy and meet academic goals. While this action is available to all 7-12 grades Big Valley students, special consideration will be given to unduplicated students.	\$8,541.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Funds for student engagement activities	The District will provide funds for student engagement activities, such as, but not limited to, clubs, student leadership, academic and athletic activities and other extracurricular activities to increase school connectedness.	\$5,000.00	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 and services were implemented with fidelity and were found to be effective for increasing or improving services for students. The District experienced some increases in SBAC Math and SBAC English Language Arts scores and attributes this increase to more targeted instructional time in addressing the loss of learning during the pandemic quarantines and the addition of a certificated teacher at the elementary school.

There were no substantive differences in the implementation of planned actions.

Essential academic interventions were implemented for our students with the highest needs (unduplicated students). Our leadership and staff adapted to mitigate the potential impact of the pandemic on our students through focusing on 1:1 relationships and consistent practices for communication. Tutors provided academic support to our students to improve their credit completion efforts.

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.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 4: The estimated expenditure for the 1/2 time 6/7 Grade teacher was litter more than originally budgeted due to salary increases. The District spent \$585.19 more than the original budgeted amount.

Action 6: The estimated expenditure for the intervention program was less than originally budgeted amount. The District spent \$819.14 less than the original budgeted action. There was some difficulties recruiting paraprofessionals at the elementary school during the first semester of the school year due to retirements.

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

Overall, the combined seven actions of this goal have increased the academic progress of our students as measured by key metrics such as the CTE completers and improvement by one level of our English learners. As shown above, the Measuring and Reporting Results chart showed that the CTE completion rate rose in 20-21. This results from a comprehensive and strategic approach to helping students complete their coursework and earn credits towards graduation.

MAP and ESGI assessments were used to identify learning gaps and instruction, including intervention and English Language Development, was provided as planned. Print and digital reading materials were provided. Class size was reduced in Grade 6. Students participated in Khan Academy and credit recovery programs. We had limited instruction taking place outside school time because of pandemic-related stressors during the fall semester, but we increased tutoring and academic intervention opportunities in spring.

We analyzed MAP data for unduplicated students, comparing fall to winter, and found declines, not increases, in the percentage of students in grades 3-5 scoring in the average and above range. In Reading, 60.2% of unduplicated students scored average or above in the fall, declining to 50% in the winter. In Math, 46.9% scored average or above in the fall, declining slightly to 43.4% in the winter. When we looked at all students, we found similar declines of -6.9% in Reading and -3.9% in Math. We have anecdotal evidence that students are struggling with complex grade level concepts because of shaky foundational skills developed during the pandemic. Instructional planning for next year, including modifications to pacing guides, is in progress.

Passing courses is a rough measure of success. At the end of first semester in 21-22, 7% of semester grades were Fs at Big Valley Jr/Sr High School. This fall (2022), 12% were Fs, a slight increase. Two unfilled teaching vacancies reference earlier may have impacted unduplicated students because the master schedule was unable to accommodate intervention and academic support class sections.

We are confident that continuing with an additional elementary school teacher, multiple enrichment programs, and a a robust English Learner intervention program will continue to see academic improvements of the CTE employment opportunities for post-graduates. We will continue to see improved metrics overall as students make increased academic progress.

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

The District experience an unanticipated drop in the unduplicated count for 22/23 based on the students who were identified as low income or qualified for migrant education. For 23/24, the unduplicated count returned to approximate average numbers of students comparable to previous years. With the increase to the unduplicated count of students, there was an increased of the supplemental funds comparable to the previous school years.

The actions and services were increased in scope to the 21-22 school year, but there were no changes to the Goal 3, metrics, desired outcomes or actions or metrics.

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)
\$201,785	0

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
11.37%	5.71%	\$90,830.37	17.08%

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.

Using the FCMAT LCFF calculator, Big Valley Joint Unified School District has calculated it will receive \$201,785 in Supplemental and Concentration funding under the Local Control Funding Formula. Big Valley Joint Unified School District (BVJUSD) serves an unduplicated student group population of 59%. All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or school site that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. Our student population of students identified as low income, English learners, and Foster Youth does not exceed the 64% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils and through current research.

How were the needs of foster youth, English learners, and low-income students (high needs students) considered first in our planning? The District began our planning by looking at a broad range of student outcomes for members of this group, including academic performance on assessments and grades earned as well as non-academic areas such as attendance and behavior. This process provides information about strengths and needs. The District consulted with educational partners, considering all of the feedback we receive, which is detailed in the Summary of Feedback from Educational partner Groups section under Educational Partner Engagement. From there, the District planned actions and services to support the broad range of needs of students in the unduplicated group. The District use research studies and district

data to guide our decisions, including actions and services where there is evidence of effectiveness in improving outcomes on multiple measures for low-income students, English learners, foster youth, and homeless students.

How are our actions and services effective in meeting the needs of these student groups?

The actions in our LCAP labeled as “contributing” are principally directed toward and effective in meeting our goals for high needs students (also called “unduplicated” students: low-income students, English learners, foster children, and homeless students). We begin LCAP planning by considering the needs of these high needs student groups. Then we look at previous LCAP actions and services to see whether they should be continued, modified, or eliminated. To be started or maintained, actions and services must meet the three tests:

1) Are high needs students the primary recipients of, or participants in, the action or service?

2) Do we have evidence that the action or service is effective for the high needs student group? Can we show student outcomes are improving?

The District is focused on improving the performance of all struggling students, especially students from groups facing current and historical discrimination. To close the achievement gap, we must focus on all students performing below grade level.

3) Is the action or service the best use of the funds?

To answer this question, the District compared the positive effects of the action or service to costs. We also considered alternative uses of the funding. Is there something different the District could be doing that might be more effective in closing the achievement gap and meeting our goals for low-income students, English learners, foster youth, and homeless students?

Information including supporting research and experience (our effectiveness data) used to support the inclusion of actions and services in our LCAP is detailed below.

NWEA MAP and ESGI Assessments

These assessments are a critical element in our efforts to plan appropriate instruction for unduplicated students and to monitor their progress. We use ESGI assessments in K-1 and with struggling students in grade 2 to monitor acquisition of basic skills, including letter and number recognition and letter sounds. Our primary teachers selected ESGI because it provides valid, reliable information about student progress. Results are used to place struggling students into groups for the instruction they need to move forward.

NWEA MAP assessments and reports on student academic growth in reading and math provide our teachers with accurate, actionable evidence to help target instruction for each student or group of students. Our teachers use the data to place struggling students into groups for targeted instruction. We also use data aggregated by student group to monitor the progress, of low income, foster, homeless and English learner students as part of our process where we consider which LCAP actions and services are effective in meeting the needs of unduplicated students. We consider whether actions and services should be continued or modified, and which are ineffective and should be discontinued. NWEA publishes research on the validity and reliability of these assessments and on best practices in their use.

Print and Digital Reading Material

Students in low-income families are less likely to have access to a variety of print and electronic reading material at home. We developed this action to meet the need of low-income students to have access to more print material and expanded selections in online libraries at home. Research indicates that time spent on independent reading outside school is a strong predictor of reading success. Time spent reading improves critical thinking, vocabulary development, and knowledge of the world. What we are providing is high interest and attractive, encouraging reading. Our improved library also allows students looking for something to do at home to check out a book from their school library to read. It also provides access to research materials for students writing papers.

6th Grade Classroom Size Reduction (4-7 grades)

We reduced the classroom size to benefit unduplicated students, who have often missed mastering critical concepts and skills that future math and English instruction builds upon. The pandemic has increased that challenge because math is difficult to learn at home without an adult to answer questions. There were several indicators that avoiding multi grades in a single classroom (grades 4-6) was effective. Low-income students and English learners improved their MAP math and English assessments, indicating that this action is effective for target groups. The MAP Conditional Growth Index (CGI) was greater than one standard deviation above the average of what other schools around the country achieved that year. However, the District will need to interpret this result cautiously because of the small number of students. The low income student group has CGIs of 1.04 in 5th grade and 1.42 in 6th grade (small sample size). This group gained more than typical gains in schools across the nation.

Credit recovery

Many unduplicated students face barriers to graduation, including unstable housing, food insecurity, and language barriers. Our online and in-person credit recovery program, designed to provide accessibility for students facing these barriers, has yielded adequate results as evidenced by graduation rates for unduplicated students. Our low-income students' graduation rate increased to 81% in 21/22, similar to 81% in the state. We do not have evidence that Cyber High fills in knowledge and skill gaps in unduplicated students, such as closing gaps in math performance. Still, it is an effective tool for general credit recovery.

Socio-emotional Learning (SEL) lessons and Positive Behavioral Interventions & Supports (PBIS)

Second Step, our socio-emotional learning program, provides research evidence of the program's effectiveness. There are positive effects on executive functioning in young children (predictor of academic success) as well as multiple studies showing improvements in prosocial skills, empathy, and behavior. Taylor et al. provide an analysis that concludes that SEL is effective from K-12. We are finding special benefits for our unduplicated students, especially in the area of interpersonal problem solving where we see students articulating the Second Step processes as they work through conflicts. SEL is a critical component of PBIS.

An article in Pediatrics reported the effects of PBIS on behavior in elementary schools serving a large number of low income students.

Significant improvement in

behavior, concentration, social-emotional functioning, and prosocial behavior were found. Children in PBIS school were 33% less likely to receive an office referral.

Research on PBIS provides strong evidence of effectiveness.

Parent Communication

During the pandemic, the District found we got more participation from families of unduplicated students through surveys and other electronic

communication than we have had previously, so we intend to continue our focus in this area. We will also continue to provide interpretation and translation services as needed. Although the percentage of English learners in our schools is small, contracting with a local community member for interpretation and translation services as needed continues to be an essential service for the families of our English learners.

New Teacher Induction

A meta-analysis, <https://www.jstor.org/stable/23014368>, of the impact of new teacher induction programs on student achievement showed that students of participating teachers had higher test scores. New teacher induction focused on equity helps beginning teachers become more effective with unduplicated students faster, positively affecting their achievement.

Technology Access

Low-income students may face barriers in accessing technology outside of school. Most have an Internet connection, but many lack devices or are part of large families where too many children must share a single computer. Loaning laptops to low-income students removes barriers to technology that become barriers to learning. Students and families need to check grades, assignments, attendance, and Google Classroom, and access to online curriculum resources and learning software can be helpful.

Low Income Families: Through current research, we have found several barriers that this student group experiences and are currently trying to address them. Parents of these families often work longer hours or multiple jobs, meaning they may not be available to make sure their children attend school or assist their children with their schoolwork. Low income families often have fewer resources at home to complete homework, study, or engage in activities that helps equip them for success during the school day. Many impoverished families lack access to computers, high-speed internet, transportation, and other materials that can aid a student outside of school (Baker, Timberely L, et al. Identifying Barriers: Creating Solutions to Improve Family Engagement. 2016, www.schoolcommunitynetwork.org/SCJ.aspx).

English language Learners: Pre-pandemic, our efforts in serving English learners were effective. Performance on the Dashboard English Learner Indicator (ELPI) was adequate. The district met the state on the metrics. Spring NWEA MAP assessment results dropped in 2021-22 over the prior year. All English learners have graduated for the past few years. Students rarely become Long Term English Learners (LTELs). Suspension and chronic absence rates are low for English learners, indicating engagement in school. English learners report that they find the teachers helpful. Staff rate ELD as effective. Parents of English learners said through migrant ed meetings that they appreciate our dependable delivery of services and that the instruction is helping their children. They especially appreciate the outreach of several teachers who help their children with tutoring.

Scholars agree that parent engagement is a challenge with ELL students because of varying cultural beliefs and expectations (Copeland, 2007; De Jong & Harper, 2005; Shim, 2013; Vera et al., 2012). According to Copeland (2007), “Barriers that may prevent involvement of parents of ELLs have been identified as language, cultural differences, work schedules, and lack of transportation” (p. 18). Copeland (2007) then expanded on the aforementioned concept of cultural differences by explaining that, “Parental involvement in school is not a universal expectation” (p. 67). Vera et al. (2012) offered an additional explanation for misunderstandings regarding the role of parent involvement due to cultural differences by explaining that many parents do not want “to interfere with how teachers do their jobs” (p. 186) and feel that communication would be disrespectful to the teacher.

Foster Youth: Children who have suffered neglect appear to be particularly vulnerable to academic deficits (Stone, 2007). In general, children in foster care have been found to score significantly below their non-foster peers on standardized tests, with researchers reporting a deficit of between 15 and 20 percentile points (Emerson & Lovitt, 2003). Additionally, Emerson and Lovitt (2003) found that 30% to 96% were performing below grade level in math and/or reading. Shin (2003) found that 33% of foster youth, with an average age of 17.5, were reading below the 6th-grade level, 31% had reading skills between the 6th- and 8th-grade level, and 18% were reading at the 9th and 11th-grade level. In addition to facing academic challenges, children and youth in foster care also struggle with behavior issues. Scherr (2007) found that 24% of youth in foster care had experienced either a suspension or expulsion from school. Their research suggests that youth in foster care are 3 times more likely to experience disciplinary actions than their non-foster peers. Emotional and behavioral challenges can also help to explain grade retention and representation in special education at higher rates than non-foster peers (Zetlin & Weinberg, 2004). It is clear that youth in foster care bring emotional and behavioral challenges into a classroom and that the education system may not be adequately prepared to meet those unique needs.

In this third year of our three-year plan to meet the needs of all of our students, including unduplicated students, the district is expending supplemental and concentration funds through the following goals and actions. With the change of new administration, a fresh outlook will address the entire LCAP and address the continuing needs of the District.

Under Goal 1, the contributing actions are:

Action 1: Two-way communication between home & school.

The parents of unduplicated students are some of some of the least involved stakeholders (43%). Parent and stakeholder engagement is an essential component to effective schooling for our unduplicated students. We know that parents, guardians, and their families have a difficult time engaging with meaningful school activities. We will provide multiple modes of communication for families and promote the school as a welcoming place for everyone. We will continue to provide this action, because we know that stakeholder engagement is important and helpful in promoting the value of education in the family. This action will increase involvement of the parents of unduplicated students in our surveys, parent meetings and parent organizations.

Action 2: Truancy Reduction Program.

The unduplicated student population has some of the highest chronic absenteeism rates (18.49%). School activities and events are important to our unduplicated students and their families, so that they feel connected to the school's purpose and have increased support and engagement. The expense for this action includes working with families whose children are chronically absent, identifying and addressing the factors contributing to high levels of absence and educating families about the resources available. This actions will have a positive impact on the Chronic Absenteeism rate of our unduplicated students. The truancy program will return to weekly visits by the probation officer.

Action 3: Funding for School Libraries to purchase library materials.

The district librarian provides additional support to meet the needs of unduplicated students beyond what is provided in the classroom. As Stephen Krashen said, "Research consistently shows that when children have access to good libraries with plenty of good books and with adequate staffing, they read more, and thus do better on reading tests. For children of poverty, libraries are typically the only possible source of reading material." Not only does the school libraries provides an area for these students to access technology, it is a safe space for students to use as a study room before and after school. Additionally, low-income students are more likely to lack access to technology supports (internet access) and funds to purchase high quality reading material. BVJUSD will provide funds to purchase more library books and materials on a districtwide basis to both schools, to ensure that programming is equitable across both sites The librarian, through

increased hours from the Expanded Learning Grant, will advertise library hours and the resources it offers through the range of available communication channels so that students and families are aware of the new opportunities present at both libraries.

Action 4: Summer School for high school students.

The District has designed its academic programming intentionally to focus on the needs of unduplicated students and to improve District's four year adjusted cohort graduation rate (76.74%). The Academic Counselor and Superintendent/Principal reviews the progress of unduplicated students and provides guidance to ensure that students stay on track for graduation and can equitably access college preparatory and advanced coursework. This is intended to support unduplicated students in particular, as they are historically less likely to self-advocate or have family who have graduated from college at home. The Academic Counselor and Superintendent/Principal review credit recovery programming to ensure that students who have fallen off-track for graduation and college eligibility make progress, or are provided intervention support to accelerate progress. Credit recovery options include the evening adult school, Summer School, and online school-based options.

Action 5: School-wide PBIS Positive Incentives for demonstrating good character and following expectations.

Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) remain an important program focus in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. According to the 20-21 PBIS data from Swis Suite, nearly a third of our low income students (35.98%) have missed class time due behavior and non-compliance issues. This action is jointly focused to minimize lost instructional time that occurs by the disruptive behavior of the students and the time the teacher needs to address the disruptive behavior. It supports the teacher's ability to provide students the training, skills, and tools they need to establish and maintain a positive school climate and culture. The incentives are intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for low income pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

Under Goal 2, the contributing actions are:

Action 2: Professional Development Strategies.

Overall, this action is intended to improve academic outcomes for unduplicated students in meeting academic standards across math content areas as measured by state assessments and local assessments. The efforts during 2018-19 to implement the new Math curriculum did correlate to a significant increase in Math on the state assessment, increasing 5.2 points for all students as measured by Distance from Standard met. Socioeconomically Disadvantaged students improved by 5.7 points, Foster Youth by almost 3 points, and English Learners by 1.4 points. All groups performed below the 'Standard Met' threshold (58.7 points) and much room for improvement remains. To address this issue, professional development for our teachers and staff is essential to continue with the progress our unduplicated students; specifically with our English Language learners have shown. Professional Development and professional learning communities provide information for our capacity for meeting our students' needs academically. To continue to provide educators and staff with instructional training in math in order to increase the efficiency and efficacy of practice related to the delivery of math curriculum, instructional success, and increased academic achievement of students.

Action 3: Technology Upgrades and Improvements.

Ensuring that our unduplicated students receive and benefit from effective technology platforms and programs is an ongoing effort in helping them to access their curriculum. The District will upgrade, replace and expand classroom, staff and student technology. Teachers and staff continually support students' access to technology and provide training and materials to close any gaps. We have seen this action be

effective with our students through feedback from student's surveys. The District provided Chromebooks to all students and hot spots to our low-income families during this year, but staff surveys identified a need to modernize the Smartboards in their classrooms.

Action 4: Facilities repair for playground & basketball court.

Through student meetings, the students at both schools identified the need for playground asphalt sealing improvements. The elementary playground and the jr/sr high school, outdoor basketball courts have deteriorated to a point that students are no longer using the areas during school or after school; including the students who live in the town of Bieber. This is especially important to reference since there are not any alternative basketball courts, recreation centers or age appropriate playground structures for 5th - 12 grade students in the town of Bieber outside of the school facilities. Approximately this impacts about 1/3 of the student body and all of our English Language Learner families who reside in Bieber. The overall well-being of a child's educational experience increases with the opportunity to play and is an essential component of daily school routines. The "Novelty-Arousal Theory" indicates that people function better when they experience a change of pace. (Ross, 2012) This means that kids with conditions such as ADHD respond better to classroom learning after a change of pace - such as time on a playground.

Action 5: Installation of water bottle filling stations.

According to the American Public Health Association's article, "Water Access in the United States: Health Disparities Abound and Solutions Are Urgently Need" by the Laurie A. Schmidt, PhD published in September, 2017, Minority and low-income populations are more likely to live in rural areas with water contaminants and in older housing prone to lead contamination... Distrust in tap water is heightened among immigrants from countries where tap water is unsafe to drink. Even if safe, water that tastes bad, is discolored, or dispensed from an old, dirty tap may trigger distrust. In many communities, it may be easier to purchase bottled water than to find a clean, functioning drinking fountain, but it puts a financial burden on low income families and minorities. In the rural town of Bieber, the town's water appears dirty with water contaminants, and was tested for lead in March, 2018. Approximately this impacts about 1/3 of the student body and all of our English Language Learner families. Students residing in the towns of Adin, Lookout and Nubieber rely on wells and usually bring water bottles from their home. Through student meetings, the students in the middle school, specifically low income and English Learners, identified the need for the installation of water bottle filling stations on the campus. The water bottle fillings stations will encourage hydration, reduce illness transmission, and promote sustainability for students and staff.

Action 6: Increase Big Valley Agriculture Department's course pathways & CTE courses.

Career Technical Education (CTE) is an important part of the district's plan to provide unduplicated students' access to relevant and rigorous work- based learning experiences that increase post-secondary success. The District wants to improve the curriculum for students enrolled in agricultural education programs through the development and implementation of (a) an integrated academic and vocational curriculum, (b) curriculum that reflects workplace needs and instruction, and (c) support services for low income students, English Language Learner, foster youth students and students with disabilities who have been underrepresented and lack technical skill attainment . Five students out of Twenty-six students completed the Agribusiness CTE Pathway in 20-21, of the five completers, only 1 student was low income, 1 student with disabilities and 0 students who were English Language learners or foster youth. The CTE pathways in BVJUSD enable students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. The percentage of graduates completing a CTE pathway decreased from 8.9% in 2018-19 to 0% in 2019-20. Recognizing this drop in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across stakeholder groups with critical importance for unduplicated student groups. The district's WASC report included a specific focus on career preparation in their recommendations to the board, citing the need to expand program offerings, increase the information students receive about career/trades options, and reduce the overall stigma associated with trade occupations. Staff have noted that increasing the number of

students who successfully complete a CTE pathway will have a positive impact on students' post-secondary success, and will be documented by the district's indicator of overall college and career readiness on the Dashboard. Expanded efforts in 2021-22.

Under Goal 3, the contributing actions are:

Action 1: Increasing Student Achievement with activities & incentives.

This action will provide the additional funding for new and expanded enrichment activities and incentives, and ensures access to opportunities beyond the academic core. The unduplicated student population has some of the lowest attendance rates. 71.22% of unduplicated students in grades TK-5 missed more than 5% of the school year and 30.77% of unduplicated students in grades 6-12 missed more than 5% of the school year in 20-21, according to Calpads report, 14.1. Ensuring that our unduplicated students are attending and engaging in school is foundational to our program. Many of our unduplicated students struggle academically and don't enjoy attending school and seem unmotivated, but research shows that providing them with enrichment activities and incentives may strengthen their academics, develop grit and resiliency, and give them additional opportunities to feel successful and confident in school. Additionally, the District shows a need for an ongoing program implementation to address student achievement and motivational needs as determined through the LCAP parent survey conducted in April, 2021 by increasing the numbers of activities and incentives to plan activities that are highly beneficial for our EL, foster youth, and low-income youth populations. 41 low income students are below grade level standard in English and math, according the 2019 CA Dashboard. These activities and incentives are crucial to increase access for unduplicated pupils to take part in activities since our remote town and the surrounding valley lack access to organized performing arts activities, organized sporting opportunities (youth soccer, Little League) or other access to community based clubs (Boy Scouts, Girls Scout). Many families of our unduplicated families (low income and ELs) do not have the financial means to transport students or ability to miss work to participate in these type of activities outside of the valley on a daily or weekly basis. There is a deficit for our unduplicated students to have focused experiences and activities in the Big Valley area. The families with financial means are able to transport their students out of the area to take part in enrichment activities and travel sports for practices, meetings and other opportunities; plus these families are able to pay participation dues at an increasingly inflated cost.

Action 2: UC Scout AP/Honors and Cyberhigh Online Learning Platforms.

BVJUSD's unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. The District's graduation rate fell to 76.47% and the drop out rate increased to 17.65%. Many will be the first in their family to pursue postsecondary education. Implementing robust and predictable academic services provides all students guidance to support their successful navigation of high school and the path to college and career. BVJUSD has designed its academic programming intentionally to focus on the needs of unduplicated students and provide districtwide guidance for allocation of course scheduling to support equitable A-G course access for low income, foster youth and English learner student groups.

Professional Learning Community/Analyze Student Data.

Action 3: All unduplicated students will have enhanced access to standards aligned curriculum. We utilize a vetted and standards-aligned curriculum delivery program, with personalized and targeted instruction and differentiation to meet the unique needs of each student learner. Teachers will utilize the Professional Learning Community (PLC) process on scheduled early release Wednesdays to analyze student data to inform instruction that will lead to increased student achievement. We monitor the quality of our curriculum program using the CDE rubric each year. The District continues to see a gap in opportunities in advanced classes as well as achievement outcomes among our low income student group.

Action 4: Recruit one .5 teacher at the Big Valley Elementary School.

The District will recruit one .5 teacher at the Big Valley Elementary School to maintain an average class size of 20:1 in grades TK-6. Maintaining small class sizes allows teachers to provide increased differentiated instruction for the specific needs of low income students and support the targeted development of relationship building with our students who are trauma exposed students from the effects of poverty. According to research cited in "Teaching in a Trauma-Sensitive Classroom: What Educators Can Do to Support Students", (American Educator, v43 n2 pg 12-17 Sum 2019), the first step in providing support to children and teens exposed to trauma and adversity is helping them to feel safe at school and demonstrating alternative working models of relationships. Additionally, trauma-exposed students may interfere with classroom learning, which can be frustrating. Helping them can be particularly challenging because they may have difficulty trusting peers and adults, especially authority figures. This action has been created to accelerate learning and address learning loss from the pandemic for the 31 elementary low income students who are below grade level standards in English and math (2022 CA Dashboard).

Action 5: CTE Agriculture Education Teacher.

Some of our lowest college and career readiness rates are among the unduplicated student groups. Five students out of Twenty-six students completed the Agribusiness CTE Pathway in 20-21, of the five completers, only 1 student was low income, 1 student with disabilities and 0 students who were English Language learners or foster youth. A credentialed Agriculture Education teacher is a specialization and only CTE Agriculture Education are authorized to teach Ag Education CTE pathways. Previous hires did not have the specialization and therefore the College and Career Indicator rates dropped because the District was unable to have CTE completers even though the pathway was offered on the master schedule. It is shown by the percentage of graduates completing a CTE pathway increased to 45.5% in 2021-22. The CTE pathway enables students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. Recognizing this increase in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across stakeholder groups with critical importance for unduplicated student groups. To address this need, our unduplicated students need to be prepared to pursue a career, or attend a college. We take into consideration local employment opportunities and student interests to help guide students into coursework that is meaningful to them. Students engage in career inventory, exploration through Agriculture Education and overview of professional job skills in order to align their interests into either career or post-secondary education. We require all students to participate in a CTE program before graduation. These actions will have a positive impact on our college and career readiness rates for our unduplicated student population.

Action 6: Intervention Support -

Low income families often have fewer resources at home to complete homework, study, or engage in activities that helps equip them for success during the school day. Many impoverished families lack access to computers, high-speed internet, transportation, and other materials that can aid a student outside of school. State and local assessments in ELA and Math indicate that some of our lowest performing students are the unduplicated student groups. To address this need Interventions will be provided for our unduplicated students struggling with academic proficiency which will help them improve their skills. Targeted instruction 1:1, in small group settings or through other effectively proven intervention programs (IXL or AR) will increase their academic abilities.

Action 7: Funds for Student Engagement Activities.

The unduplicated students served by the school have additional obstacles that often interfere with attendance and lower their academic motivation as indicated by Chronic Absenteeism rate (26.1%) and below state standards (31 low income students in ELA & Math, 2022 CAASPP data). BVJUSD is a high-poverty district, and students often lack the opportunities that are possible in a more affluent community. Many families of our low income and ELs do not have the financial means to transport students, pay for enrichment programs or the ability to miss work to participate in these type of activities outside of the valley on a daily or weekly basis. There is a deficit for our unduplicated

students to have focused experiences and activities in the Big Valley area. Student input has continued to affirm the desire for more engaging experiences outside of the classroom including extra and co-curricular opportunities. The activities proposed in these two actions seek to mitigate the effects of poverty on students by providing access to College Visits, Field Trips, and other experiential learning opportunities, elementary athletics, and Visual and Performing Arts (VAPA) opportunities. These actions are intended to primarily benefit students who are low income and EL learners, as they may not have the same access to such opportunities outside of school. These actions will have a positive impact on improved engagement, as evidenced by a decline in Chronic Absenteeism rate, reduced suspension, and improved reporting of connectedness on the annual School Climate survey are the desired outcomes.

We will be monitoring these actions to ensure these services are effective in supporting our students from low income families, English learners and Foster Youth.

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

The 23-24 LCAP reflects the District's efforts to increase and improve, both qualitatively and quantitatively, services provided for unduplicated pupils by 18.77%. In 23-24, services are being increased with the additional 2.5% increased to Goal 1, Action 6, 1.27% increased to Goal 2, and Action 1, and 15.0% increased to Goal 3, Action 3.4.

We are increasing professional development, adding an additional certificated teacher and resources to the base program to provide more services to high needs students.

Additionally we are improving existing services offered.

Added Professional Development:

Increased SEL/Counseling/Training time provided to staff by our mental health counselor. Goal 1, Action 6- This action provides additional academic and social-emotional wellness training for staff. Additionally, the SEL/Counseling professional development will provide new staff with behavior management strategies and de-escalation strategies. This action is expected to result in targeted support principally directed to unduplicated pupils to impact the social emotional wellness of students as evidenced by unduplicated pupil progress in pupil engagement metrics such as suspension rate, chronic absenteeism, and dropout/graduation rates.

Increased the scope of new teacher induction programs to include individuals with Short Term Staff permits (STSP) and Provisional Internship Permits (PIP) through the Tehama County Office of Education. Goal 2.1-This service is principally directed to build capacity for new teachers to provide high quality differentiated instruction. This action is expected to impact student outcomes for unduplicated pupils in the metrics of College and Career Indicator, with a greater percentage of students who meet the "prepared" criteria and to impact academic outcomes for unduplicated students.

Added staff:

1 full time elementary teacher to reduce classroom size, avoid multiple grade levels, and increase academic outcomes. Goal 3, Action 3.4. This service is expected to result in the improvement of academic and engagement outcomes for unduplicated pupil groups. Additional actions, such as professional development and administrative support, are intended to improve services for unduplicated pupils and are expected to result in increased access to a broad course of study, completion of A-G requirements, and improving quality of instruction in implementation of state standards.

The increase in services reflects additional programs and expenditures including 1) increased professional development and coaching to help new teachers learn techniques and strategies to meet the needs of our low income students, English Language learners, and Foster Youth; 2) instructional support for intervention to support student needs for our low-income students, English Language Learners, and Foster Youth , and; 3) additional student engagement opportunities for the low income students, English Language learners, and Foster Youth, 4) Lassen County Truancy Reduction Program, with support for English Language learners, Foster Youth, and low income students and; 5) employ one FTE elementary teacher instead of a part time teacher to meet the unique needs of unduplicated student populations.

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.

N/A, the District does not receive Concentration Grant Funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	0
Staff-to-student ratio of certificated staff providing direct services to students	0	0

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$201,785.00			\$11,000.00	\$212,785.00		\$212,785.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Two-way communication between home & school	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.2	Truancy Reduction Program	English Learners Foster Youth Low Income	\$14,363.00				\$14,363.00
1	1.3	Funding for school libraries to purchase library materials	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
1	1.4	Summer School for high school students	English Learners Foster Youth Low Income	\$4,660.00				\$4,660.00
1	1.5	School-wide PBIS Positive Incentives	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.6	Socio Emotional PD (CPI) (Title 1)	All Students with Disabilities				\$1,000.00	\$1,000.00
2	2.1	Teacher Induction Program (Title 2)	Students with Disabilities	\$5,000.00			\$10,000.00	\$15,000.00
2	2.2	Professional Development - Instructional Strategies	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
2	2.3	Technology Upgrades and Improvements	English Learners Foster Youth Low Income	\$2,550.00				\$2,550.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Facilities repair for playground & basketball court	All	\$0.00				\$0.00
2	2.5	Installation of water bottle filling stations	All Students with Disabilities	\$0.00				\$0.00
2	2.6	BV Ag Dept increased course pathways & CTE courses	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
3	3.1	Increasing Student Achievement with activities & incentives	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.2	UC Scout AP/Honors and Cyberhigh Online Learning Platforms	English Learners Foster Youth Low Income	\$8,500.00				\$8,500.00
3	3.3	Professional Learning Community/Analyze Student Data	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
3	3.4	Recruit one .5 teacher at elementary school	English Learners Foster Youth Low Income	\$45,168.90				\$45,168.90
3	3.5	CTE Agriculture Education teacher	English Learners Foster Youth Low Income	\$86,001.28				\$86,001.28
3	3.6	Intervention support	English Learners Foster Youth Low Income	\$8,541.82				\$8,541.82
3	3.7	Funds for student engagement activities	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

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
\$1,775,364	\$201,785	11.37%	5.71%	17.08%	\$201,785.00	0.00%	11.37 %	Total:	\$201,785.00
								LEA-wide Total:	\$45,913.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$155,872.00

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	Two-way communication between home & school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.2	Truancy Reduction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,363.00	
1	1.3	Funding for school libraries to purchase library materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.4	Summer School for high school students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Valley Jr/Sr High School 6-12	\$4,660.00	
1	1.5	School-wide PBIS Positive Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.1	Teacher Induction Program (Title 2)	Yes	LEA-wide			\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Professional Development - Instructional Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
2	2.3	Technology Upgrades and Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,550.00	
2	2.6	BV Ag Dept increased course pathways & CTE courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Valley Jr/Sr High School 6-12	\$3,000.00	
3	3.1	Increasing Student Achievement with activities & incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.2	UC Scout AP/Honors and Cyberhigh Online Learning Platforms	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Valley Jr/Sr High School 6-12	\$8,500.00	
3	3.3	Professional Learning Community/Analyze Student Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	Recruit one .5 teacher at elementary school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Valley Elementary School	\$45,168.90	
3	3.5	CTE Agriculture Education teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Valley Jr/Sr High School 7-12	\$86,001.28	
3	3.6	Intervention support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Big Valley Jr/Sr High School 7-12	\$8,541.82	
3	3.7	Funds for student engagement activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$116,221.00	\$120,638.77

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	Two-way communication between home & school	Yes	\$2,000.00	\$2,713.49
1	1.2	Truancy Reduction Program	Yes	\$6,000.00	\$6,000
1	1.3	Funding for school libraries to purchase library materials	Yes	\$500.00	\$513.28
1	1.4	Summer School for high school students	Yes	\$3,660.00	\$2,370.00
1	1.5	School-wide PBIS Positive Incentives	Yes	\$2,300.00	\$1,746.04
1	1.6	Socio Emotional PD (CPI) (Title 1)	No	\$1,300.00	\$1,314.23
2	2.1	Teacher Induction Program (Title 2)	No	\$10,000.00	\$10,555.66
2	2.2	Professional Development - Instructional Strategies	Yes	\$500.00	\$523.33
2	2.3	Technology Upgrades and Improvements	Yes	\$1,100.00	\$2,644.56
2	2.4	Facilities repair for playground & basketball court	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Installation of water bottle filling stations	No	\$0.00	\$0
2	2.6	BV Ag Dept increased course pathways & CTE courses	Yes	\$500.00	\$542.08
3	3.1	Increasing Student Achievement with activities & incentives	Yes	\$2,300.00	\$2,573.92
3	3.2	UC Scout AP/Honors and Cyberhigh Online Learning Platforms	Yes	\$1,500.00	\$1,559.71
3	3.3	Professional Learning Community/Analyze Student Data	Yes	\$416.00	\$484.17
3	3.4	Recruit one .5 teacher at elementary school	Yes	\$3,000.00	\$3,585.19
3	3.5	CTE Agriculture Education teacher	Yes	\$75,645.00	\$77,777.33
3	3.6	Intervention support	Yes	\$4,000.00	\$4,120.86
3	3.7	Funds for student engagement activities	Yes	\$1,500.00	\$1,614.92

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)
\$199,618	\$104,921.00	\$108,787.63	(\$3,866.63)	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	Two-way communication between home & school	Yes	\$2,000.00	\$2,713.49		
1	1.2	Truancy Reduction Program	Yes	\$6,000.00	\$6,000		
1	1.3	Funding for school libraries to purchase library materials	Yes	\$500.00	\$513.28		
1	1.4	Summer School for high school students	Yes	\$3,660.00	\$2,370.00		
1	1.5	School-wide PBIS Positive Incentives	Yes	\$2,300.00	\$1,746.04		
2	2.2	Professional Development - Instructional Strategies	Yes	\$500.00	\$542.08		
2	2.3	Technology Upgrades and Improvements	Yes	\$1,100.00	\$2,644.56		
2	2.6	BV Ag Dept increased course pathways & CTE courses	Yes	\$500.00	\$542.08		
3	3.1	Increasing Student Achievement with activities & incentives	Yes	\$2,300.00	\$2,573.92		
3	3.2	UC Scout AP/Honors and Cyberhigh Online Learning Platforms	Yes	\$1,500.00	\$1,559.71		

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	3.3	Professional Learning Community/Analyze Student Data	Yes	\$416.00	\$484.17		
3	3.4	Recruit one .5 teacher at elementary school	Yes	\$3,000.00	\$3,585.19		
3	3.5	CTE Agriculture Education teacher	Yes	\$75,645.00	\$77,777.33		
3	3.6	Intervention support	Yes	\$4,000.00	\$4,120.86		
3	3.7	Funds for student engagement activities	Yes	\$1,500.00	\$1,614.92		

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)
\$1,589,939	\$199,618	0	12.56%	\$108,787.63	0.00%	6.84%	\$90,830.37	5.71%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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